

INSPECTION REPORT

WOODFIELD PRIMARY SCHOOL

Wigan

LEA area: Wigan

Unique reference number: 106402

Headteacher: Mr K Skiming

Reporting inspector: Mrs A Waters
13827

Dates of inspection: 12 - 4 March 2001

Inspection number: 194477

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Wigan Lane Wigan Lancashire
Postcode:	WN1 2NT
Telephone number:	01942 - 243675
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Gay
Date of previous inspection:	3 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodfield Primary School is an average sized primary school. It is situated on the outskirts of Wigan serving an established area of owner occupied housing where social conditions are very favourable. Almost all children come from within half a mile of the school. There are currently 233 pupils, 109 boys and 124 girls on roll. Their attainment on entry to the school is above average. Just over one per cent of pupils are known to be eligible for free school meals, which is well below the national average. Seven per cent of pupils are on the school's register of special educational needs, which is well below average. One pupil has a statement of special educational need. All but six pupils are of white ethnicity, and three have English as an additional language.

HOW GOOD THE SCHOOL IS

This a school with some notable strengths that outweigh the weaknesses. Children make a good start to their education in the Foundation Stage. Good teaching throughout the school enables pupils of all levels of ability, to make good progress in their learning and by the end of both key stages attain high standards in English, mathematics and science. Pupils have very good attitudes to the school and to their work and their overall personal development is good. Although the pupils are happy, are well taught and achieve high standards, this school lacks clear and decisive leadership. In consideration of the relatively low income the school receives, the high standards achieved and the good quality teaching, despite the weaknesses in leadership and management, the school provides good value for money.

What the school does well

- Attainment is well above average in English, mathematics and science by the end of both key stages.
- Teaching is good at Key Stage 1 and Key Stage 2 and enables pupils to make good progress in their learning.
- Very good provision for children at the Foundation Stage enables them to make a very good start to their education.
- Pupils' attitudes to school, their behaviour and the quality of their relationships with each other and with their teachers are very good.

What could be improved

- The leadership of the school and the way the staff work together as a team.
- The effectiveness of monitoring of teaching and pupils' work and planning what needs to be done to bring about further development.
- Procedures to enable the school to evaluate its performance and effectiveness.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and since then there has been improvement in some areas but not in others. The main improvement is that standards at the end of both key stages are higher than they were. In addition, the quality of teaching throughout the school, and especially at Key Stage 1, has improved and is becoming more focused on providing opportunities for pupils to use investigative approaches and develop independence in their learning. Satisfactory progress has been made with improving some but not all the areas of weakness identified at the last inspection. The issues concerned with the development of schemes of work and assessment have improved satisfactorily, although further developments are needed in both areas. However, not enough progress has been made to improving the weaknesses concerned with leadership and management. There is still a need to clarify the roles and responsibilities of senior staff and those with subject responsibilities. Relatively little progress has been made in introducing systems to monitor systematically or to enable senior staff to gain a clear overview of the work of the school. Furthermore staff have not been encouraged or enabled to have an active approach to management. Through good teaching and the introduction of national initiatives for literacy and numeracy, the school has made satisfactory progress overall since the last inspection. However, its capacity for further improvement is limited by weak leadership and the absence of well established procedures to review its own progress and evaluate its effectiveness and plan for future improvement. However, governors have now recognised some of these areas that need to be developed and show a commitment to succeed and move forward.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A*	A*	A*	A*
Mathematics	A*	A*	A	A
Science	A	A*	A	A

Key	
Excellent	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's end of Key Stage 2 National Curriculum test results are very impressive. Between 1996 and 2000, although there are some minor fluctuations from year to year because of the natural difference in the ability of the pupils, the results have been consistently high and well above the national average in English, mathematics and science and have improved at a similar rate to the national trend. The school's results in all three core subjects at the end of Key Stage 2 in 2000, were well above both the national average and the average of similar schools. The school's performance in English was in highest 5% of schools nationally and of similar schools.

The 2000 end of Key Stage 1 National Curriculum test and assessment results are well above the national average in reading, writing and mathematics and are in the highest 5% of schools nationally and schools with similar characteristics. Over the past three years the results have steadily improved in line with the national trend.

The work seen during the inspection confirms that the National Curriculum results give an accurate reflection of the standards achieved at both key stages. The attainment of children when they start school is usually typical of their age in most areas, with some children having above average attainment in their language development. They make good progress and by the end of the Foundation Stage, the children have achieved the nationally recommended Early Learning Goals in all areas of their learning. Pupils continue to build on this good start and overall they are making good progress and achieving well. By the time they leave the school, pupils have good literacy and numeracy skills.

The good quality teaching at the end of both key stages is having a strong impact on the standards achieved. The school has plans to target raising standards in writing across the school. The standards in information and communication technology are broadly satisfactory at the end of both key stages, although they could be higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great interest and enthusiasm in their work and enjoy coming to school.
Behaviour, in and out of classrooms	Very good. Pupils behave well both within the classroom and around the school. They are polite, courteous and friendly towards each other and to visitors.
Personal development and relationships	Good relationships exist amongst pupils and staff, contributing to the pupils' good overall personal development.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and leads to the good results that are achieved by the end of both key stages. In the 20 lessons seen teaching was very good in 35% of lessons, good in 50% and satisfactory in the remainder. Examples of very good teaching were observed at all key stages and teaching is of a particularly high quality in the Reception class for children in the Foundation Stage and at the upper end of Key Stage 2 in Years 5 and 6.

The quality of teaching in English and mathematics is good. Basic skills in literacy and numeracy are taught thoroughly and systematically, and time is well used in lessons ensuring that pupils achieve high work rates and maximum learning. There is some good teaching of information and communication technology in individual classes but overall not enough attention is given to some aspects of the curriculum. The teacher in the Reception class meets the needs of children in the Foundation Stage well and provides them with a stimulating and imaginative learning environment. The good teaching at the end of Key Stage 2 is having a positive impact on the standards achieved.

The school meets the needs of all pupils, and teachers cater well for the range of ability in their classes. The highest attainers are appropriately challenged and those with special educational needs are given good support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for children at the Foundation Stage is very good because of the stimulating and rich learning experiences provided. The curriculum for Key Stages 1 and 2 is satisfactory and includes all subjects of the National Curriculum and religious education although not enough attention is given to all aspects of information and communication technology.
Provision for pupils with special educational needs	The provision is good. Pupils with special educational needs have helpful individual education plans. They are well supported, enabling them to make good progress and achieve in line with their peers.
Provision for pupils with English as an additional language	Pupils receive good help and support and are made to feel very welcome in the school by the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the moral and social development of pupils and satisfactory provision for their spiritual and cultural development. This makes a positive contribution to their overall personal development.
How well the school cares for its pupils	The school has good procedures to monitor health and safety and this is the shared concern of the staff and governing body. Child protection procedures are satisfactory, but not enough attention is given to ensuring that staff are familiar with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Although the day to day management of the school is satisfactory there are weaknesses in the leadership of the headteacher, who is not providing a clear and decisive direction to the work of the school. There is a lack of clarity both in review and planning ahead. Subject co-ordinators are working hard to develop their areas but are not given enough opportunity to manage their subject areas effectively. Staff are working in isolation and not being encouraged to work together as a team.
How well the governors fulfil their responsibilities	The governing body ensures that all statutory requirements are met and gives good support to the school. Governors are well informed and use their individual and professional skills well to support the work of the school. They take an active role in school development and are making a significant contribution to moving the school forward.
The school's evaluation of its performance	The school lacks clearly thought-out procedures to evaluate its own performance.
The strategic use of resources	The school makes appropriate use of its teaching resources and support staff are well deployed. The use of specific grants has not been managed to best advantage to focus on school improvements. Resources have not been sufficiently linked to a longer term school development plan but this is now improving. The school applies the principles of best value in an appropriate manner and, taking all factors into account, provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like to come to school. • There is almost unanimous agreement that the school expects the children to work hard and achieve his or her best. • Most parents think that the teaching is good. • Many parents think that the behaviour is good. • Many parents think that the school is well led and managed. • The teachers are approachable and all matters of concern are taken seriously. • The school encourages pupils to show care and respect. • Most parents think that the school is helping their children to become mature and 	<ul style="list-style-type: none"> • A significant number of parents feel that the school does not work closely with them. • Parents generally would like to be better informed about how their children are getting on. • A number of parents indicated that they would appreciate more information on the curriculum. • Over half of the parents believe that the school does not provide enough extra curricular activities.

responsible.	
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Parents' views are based on the high percentage of questionnaires returned, written comments and the views of 36 parents who attended the pre-inspection meeting.

The inspectors' judgements broadly support the views of parents and agree with most, but not all of the comments. The inspection findings do not support the parents' view that the school is well led and managed. The majority of views expressed by parents were very supportive of the school and its staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment is well above average in English, mathematics and science by the end of both key stages.

1. The end of key stage National Curriculum test and assessment results are very impressive and have been of a consistently high standards for the past three years. Although there has been some minor fluctuation from year to year because of different composition of year groups, pupils' attainment has been well above both the national average and that average of schools of a similar type. The school has maintained a rate of improvement over recent years that is broadly in line with the national trend. In the 2000 end of Key Stage 2 tests in English, mathematics and science, the school's results were well above both the national average and the average of similar schools. The school's performance in English was in highest 5% of schools nationally and of similar schools. Almost all pupils achieved the nationally expected Level 4 and the percentage of pupils reaching the higher Level 5 in English and science was very high in comparison with the national average. The percentage of pupils reaching the higher level in mathematics was well above the national average.
2. Standards in Key Stage 1 have shown an overall improvement since the last inspection when attainment in English was found to be above average and in mathematics and science it was in line with national expectations. Standards have risen, and over the past three years pupils' attainment has been consistently high and well above the national average, and well above average when compared to similar schools. In 2000, the end of Key Stage 1 test and assessment results placed the school in the top 5% of schools, with the percentage achieving Level 2 and above and the percentage achieving Level 3 being very high compared with both the national average and the average for similar schools.
3. Several factors contribute to these levels of success. Pupils' high standards in English are primarily a result of the good teaching of basic skills. Reading is a priority throughout the school. From the time they first start school, pupils are encouraged to develop an interest in books, and by the end of Key Stage 1 many are reading at a standard that is above the national average. In the 2000 end of Key Stage 1 tests almost three quarters of the pupils reached the higher Level 3 and a similar percentage reached the higher Level 5 in the Key Stage 2 tests. As they move through the school, pupils' reading becomes more fluent and more expressive. Many become avid readers and show great delight in talking about their favourite authors and books they have enjoyed reading. Pupils are well supported in their reading by teachers, classroom assistants, voluntary helpers and at home by their families. Standards in writing are good, and a significant percentage of pupils attained the higher levels in the tests. Nevertheless the school has identified writing as one of the school's ongoing development initiatives. Teachers are focusing on improving the overall quality of pupils' writing, especially that of pupils who are attaining the lower Level 2 grades.
4. Standards in mathematics are very good. There is secure teaching of mathematics especially towards the end of both key stages and pupils are making good progress as a result of teachers' thorough planning of lessons. Pupils have a particularly secure grasp of number. Their learning

is significantly enhanced by the many good opportunities for them to understand important mathematical concepts. The school is successfully implementing the National Numeracy Strategy, and teachers recognise the impact this is having in developing pupils' mental agility.

5. The school has worked very hard in recent years to raise standards in science and has made great strides forward in producing long term planning based on very good guidelines. These guidelines indicate what topics should be taught at different ages and how pupils' learning is to be developed step by step within the long-term plan. Standards are enhanced by the emphasis placed on practical investigative and experimental activities which provide good opportunities for pupils to find things out for themselves and to understand important concepts such as fair testing. Pupils throughout the school make good use of their literacy and numeracy skills in their science work.

Teaching is good at Key Stage 1 and Key Stage 2 and enables pupils to make good progress in their learning.

6. The quality of teaching is good overall and leads to the good results that are achieved by the end of both key stages. In the 20 lessons seen during the inspection, teaching was very good in 35% of lessons, good in 50% and satisfactory in the remainder. Examples of very good teaching were observed at all key stages and teaching is of a particularly high quality in the Foundation Stage and at the upper end of Key Stage 2 in Years 5 and 6. The high quality support staff make a significant contribution to the work in classrooms. Basic skills in literacy and numeracy are taught thoroughly and systematically, particularly reading, where parents are closely involved in supporting their own child's learning. The school gives high priority to improving pupils' progress in literacy and numeracy. New ideas and teaching methods, including the introduction of the National Literacy and Numeracy Strategies have been successfully taken on board. Time is well used in literacy and mathematics lessons, ensuring that pupils achieve high work rates and maximum learning.
7. Secure levels of subject knowledge and expertise enable teachers to present information in a stimulating and imaginative way that captures pupils' attention and promotes enthusiasm. A good example of this was seen in a Year 6 English lesson where pupils were involved in considering the features of discursive writing. Pupils drew on their own knowledge and experience whilst considering the arguments for and against vivisection. They quickly developed their awareness of the powers of persuasive writing and the need to construct effective arguments.
8. Teachers have high expectations, and more able pupils are constantly being challenged by the work planned, whilst lower ability pupils are given good support to enable them to achieve to the best of their abilities. Teachers know their pupils well and are very aware of their needs. They plan tasks and activities with just the right amount of challenge to develop individual pupils' learning. This is demonstrated in the way teachers extend the most able pupils to their full capacity whilst giving good support to those who find learning more difficult. In an English lesson in Year 5, the teacher was careful to include all pupils through well targeted questions, especially the lower attainers, who were enabled to feel successful when providing the correct answer.

9. Learning resources are used to particularly good effect in lessons to illustrate important teaching points. For example, in a Year 3 science lesson seen during the inspection, the teacher provided each pupil with a tulip and a magnifying glass and encouraged them to be science detectives. Pupils responded well and effectively developed their observational skills and deepened their understanding of the function and purpose of each part of the flower.
10. Questioning is used very effectively to make pupils think as well as to find out what they know and understand. This is particularly so in numeracy lessons when pupils are given good opportunities to describe different ways of arriving at their answer. Classroom organisation is effective and pupils benefit from good organisation of resources and activities. A purposeful, quiet and calm working atmosphere is created in most classrooms and this encourages pupils to work hard and persevere with their tasks.
11. Pupils benefit from teachers' good organisation of resources and activities. A good mixture of class teaching, collaborative activities, independent activities with the very good use of question and answer sessions all provide variety. The very good rapport between most teachers and pupils helps to maintain interest and enjoyment and is reflected in the very good attitudes pupils show towards their learning. Homework is given regularly and this is effective in helping them with their reading and in consolidating what they have learnt in class.
12. A notable feature of the teaching is the imaginative way that teachers establish good links in pupils' learning across subjects of the curriculum. For instance, during an English lesson in Year 5 pupils drew on their learning in history and their knowledge of the Aztecs to prepare an entry for an encyclopaedia. In a similar way, Year 2 pupils reinforced their learning about electricity whilst increasing their skills in the use of a dictionary. Learning is often made to feel fun and tasks for the younger pupils are made into a game. Pupils were eager to show that they could recite their address and that of the school including the post code. On these occasions pupils show a delight in learning which stems from their frequent achievement of success.

Very good provision for children at the Foundation Stage enables them to make a very good start to their education.

13. The very good quality of the provision for the children in the Foundation Stage is a strength of the school. The experienced teacher and nursery nurse work well as a team and their many skills are used very effectively. The stimulating learning environment encourages children to respond well and provides a good start to their education. The curriculum is based securely on the six areas of learning recommended for this age group. A good range of interesting tasks are carefully planned and graded to meet the children's needs. Priority is given to the development of communication, language and literacy skills and also to mathematical skills and personal, social and emotional education.
14. Pupils enter the Reception class with a wide range of attainment. Most have had some pre-school experience in local nurseries and playgroups and the level of attainment, although covering the full range is generally above that expected for their age in language development and social skills but broadly average in mathematics. The children settle well into school and quickly come to understand the basic routines and procedures. They respond well to the high

expectations that are fostered within a secure and caring environment and make good progress in all areas of their learning.

15. The quality of teaching is very good. Those who work with the children in the Foundation Stage have a good knowledge and understanding of the needs of children of this age and the way in which they learn. Effective planning linked to the areas of learning, together with well matched, interesting activities result in teaching that motivates the children well. Tasks are well focused on the development of skills through well integrated activities linked to all areas of the curriculum. Little time is wasted in the children's day so that their constant activity and well timed changes from one task to the next ensure maximum learning. There is a good balance between instruction through direct teaching and the freedom to learn through play. Children are encouraged to express themselves through role play and through their interaction with one another whilst engaged in a wide variety of activities. Simple assessment procedures are used regularly to check how well children are learning and these are used to plan for the next steps in their learning.

Pupils' attitudes to school, their behaviour and the quality of their relationships with each other and with their teachers are very good.

16. Pupils' attitudes to school are very good. In all classrooms and around the school, pupils respond very well to the high expectations and positive attitudes of the staff. Pupils are enthusiastic in their attitude to school and they clearly enjoy being there and take a pride in their achievements. They co-operate well with their teachers and apply themselves well to their tasks. The children at the Foundation Stage develop very positive attitudes to their learning. They share role play areas and equipment with good consideration for each other and work and play well together. Pupils at Key Stage 1 are attentive and responsive, doing promptly what they are asked to do. Older pupils work independently and their interest in what they are being taught leads to high levels of concentration. Pupils are confident and enthusiastic in answering the teacher's questions and contributing to discussions.
17. Behaviour is very good throughout the school. This makes a considerable contribution to pupils' progress in lessons. The school is a friendly, orderly and happy community. The overall atmosphere, the quality of respect and good classroom management means that for almost all pupils, little correction is needed. It has not been necessary to exclude any pupils for several years.
18. Relationships between pupils and staff are good. Pupils relate well to their teachers and are confident to ask for help if they are unsure or to seek clarification of a teaching point. The polite manner in which they listen to each other's contributions and acknowledge their achievements is impressive. A good example of this was seen when a pupil in Year 2 who was eager to read her story aloud to the class was listened to with interest and appreciation.

WHAT COULD BE IMPROVED

The leadership of the school and the way the staff work together as a team.

19. Although the leadership and management of the headteacher and deputy head is underpinned by a strong commitment to the school and its pupils, there is a lack of clear educational direction for the work. The headteacher provides satisfactory management of the school on a day to day basis but his leadership is not strong. The governors provide very strong support and are becoming increasingly pro-active in leading the school. As yet the school has not established an effective process for self-evaluation. There is a need for more focused monitoring and evaluation of teaching and learning and curriculum development. Although there is some analysis of assessment data, this needs to be further developed to take into account not just the setting of statutory targets but targets for classes and individuals.
20. The weaknesses identified in the previous inspection report concerned with leadership and management have not been fully addressed. There is still a need to clarify the roles and responsibilities of senior staff and those with subject responsibilities. The leadership still needs to be exercised more directly. Furthermore staff have not been encouraged or enabled to have an active approach to management and work together as a team. Whilst certain matters are discussed and agreed together, the staff lacks a really collaborative working approach. Much of the school's documentation on plans and policies lack thoroughness, organisation and detail. There is still a need for systematic monitoring of the school's performance and effectiveness of change.
21. The governors are well intentioned, supportive of the school and ensure that all statutory requirements are met. Some new members and changes in the composition and leadership of the governing body has added impetus to the development of its role. A number of governors, especially the recently appointed chairman and those connected with finance and curriculum, involve themselves closely with the work of the school and are effectively bringing about significant improvements. They are now aware of the situation and the need for clearer strategic direction and there is a determination to get to grips with the matter and move the school forward. The chairman took the lead in establishing good planning procedures and ensuring that priorities for development are based on consultation and careful analysis of needs. As a result a new school development plan is now in place and this shows considerable improvement on previous planning. However, there is an acceptance that there is still a need for more long term strategic financial planning. The headteacher has not utilised the available grants to focus attention on school improvements across the age groups as effectively as he could. For example, all of the grant specifically available to support the implementation of the National Numeracy Strategy was spent on two five-day courses for two teachers rather than in providing support for all teachers through a programme of classroom monitoring and support.
22. The staff have worked on various initiatives over the past two years and have successfully implemented the National Literacy and Numeracy Strategies. Helpful new procedures for keeping a record of pupils' attainment and test results are being introduced. Staff have sufficient curriculum information to help them to plan effective lessons. However, the staff are not fully involved in their roles as subject co-ordinators. There are no effective procedures for co-ordinators to find out what is happening in classes other than their own. They are not enabled to monitor the quality of curriculum planning, teaching or the standard of pupils' work in other parts of the school. Apart from a few formal staff meetings the staff are effectively working in isolation

23. Through good teaching and the introduction of national initiatives for literacy and numeracy, the school has made satisfactory progress since the last inspection, but its capacity for further improvement is limited by the absence of well established procedures to review its own progress and evaluate its effectiveness and plan for future improvement.

The effectiveness of monitoring of teaching and pupils' work and planning what needs to be done to bring about further development.

24. Relatively little progress has been made in introducing systems to monitor systematically or to enable senior staff to gain a clear overview of the work of the school. There is insufficient monitoring and evaluation of teaching to provide targets for improvement that can be monitored and reviewed. Although the teaching observed during the inspection was good overall, there was some variation in the quality. A small amount of monitoring of teaching has been undertaken by the headteacher and the English and mathematics co-ordinators during the introduction of the National Literacy and Numeracy Strategies. Other than this, the headteacher and deputy headteacher monitor the quality of teaching through informal visits to classrooms. This level of monitoring is too general and not stringent enough to evaluate the impact of the teaching on pupils' progress, or to identify where teaching needs to be refined. It provides few insights into the areas for improvement. The school aspires for all its pupils to do well and to benefit from consistently high quality teaching but relies on the commitment and expertise of individual members of staff to bring this about. Teachers' performance could be enhanced and have a more positive impact on pupils' attainment and progress through more focused monitoring and evaluation.
25. The management role of co-ordinators has not been developed sufficiently since the last inspection and overall they remain insufficiently informed about teaching and learning in their subjects. They work hard to develop their areas but it is rare for co-ordinators to observe colleagues' teaching and they have been given little opportunity to visit classrooms. They prepare colleagues' long term and medium term plans and have begun to check a sample of pupils' work. This, together with informal staffroom conversation, provides them with some indication of what is being taught in their subjects but is too general to enable them to form a view of the standards being achieved. The monitoring of pupils' work is not regular or rigorous enough to check on their progress or the quality of the teaching.

Procedures to enable the school to evaluate its performance and effectiveness.

26. There is very little evidence to indicate that the school monitors and evaluates its performance, diagnoses its strengths and weaknesses and takes effective action to secure improvement, in anything but an informal way. There are no effective strategies in place to enable the school to take a pro-active approach to both review and development.
27. There has been some analysis of performance data, including baseline assessment and National Curriculum test results, but this needs to be further developed to take account not just of the setting of statutory targets but also of targets for classes and for individual pupils.
28. An analysis of results achieved in various tests are carried out by the co-ordinators for mathematics and science. These analyses are very thorough and sufficiently detailed to identify the strengths and weaknesses in pupils' performance. However, the opportunity for this to be

shared with the rest of the staff is not provided. The findings are not used sufficiently to guide the plans for improvement in order to bring about necessary changes in curriculum or teaching styles. Although in broad terms, areas for improvement are recognised and prioritised, there is a lack of clarity about what precisely needs to be done to bring about the necessary improvements. For example, the school has identified raising pupils' attainment in writing as a priority but have not undertaken a detailed analysis to determine why standards in writing are relatively weaker than in other aspects of English.

29. Therefore, because shortcomings have not been identified, it has not been possible to develop strategies to rectify them.

30. The governing body acknowledges its dependence on the headteacher for much of the information it receives and is beginning to play a more active part in shaping the future work of the school by asking questions and seeking clarification of the information. However, at present the information they receive is not specific enough and as a consequence planning for improvement is not sufficiently well focused and is lacking in explicit detail.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The governors, headteacher and staff should now:

Strengthen and improve the quality of leadership and management by:

1. providing for the headteacher to undertake further training to strengthen and improve his management skills in organising his own time, providing professional leadership and in monitoring and evaluating the quality of education the school provides;
2. seeking to ensure that there is well informed, shared and effective educational thinking to provide direction and guidance for the work of the school;
3. more clearly defining the roles and responsibilities of the headteacher, deputy headteacher and all staff;
4. enabling co-ordinators to have a clear view of standards and the quality of teaching and learning in their subjects.

(See paragraphs 19, 20, 21, 22, 23)

Improve the effectiveness of the monitoring of teaching and pupils' work by:

1. applying more rigour to systems for checking the quality of teaching and learning, and providing written evidence to show progress or the lack of it;
2. involving co-ordinators more fully in the analysis of information gained from assessment of pupils' achievements.

(See paragraphs 24, 25, 29)

Implement a thorough system of school evaluation which:

1. involves governors, headteacher and staff in frequent, rigorous and well informed analysis of pupils' performance and progress;

2. leads to the identification of improvement priorities in order to provide a clear and purposeful direction to school development.

(See paragraphs 26, 27, 28, 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	35	50	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	233
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	25	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	25	25	25
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	25	25	25
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	14
	Girls	18	18	18
	Total	33	33	32
Percentage of pupils at NC level 4 or above	School	97(100)	97 (97)	94(100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	18	18	18
	Total	32	33	32
Percentage of pupils at NC level 4 or above	School	94(94)	97(94)	94(97)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	227
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23.3
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	95.25

Financial information

Financial year	1999/2000
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	£
Total income	408,815
Total expenditure	405,555
Expenditure per pupil	1662
Balance brought forward from previous year	18,677
Balance carried forward to next year	21,637

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	49	3	1	0
My child is making good progress in school.	52	57	7	0	1
Behaviour in the school is good.	55	58	4	0	1
My child gets the right amount of work to do at home.	39	63	9	2	4
The teaching is good.	50	56	5	2	3
I am kept well informed about how my child is getting on.	23	62	31	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	44	6	3	1
The school expects my child to work hard and achieve his or her best.	72	44	0	0	2
The school works closely with parents.	22	65	25	1	4
The school is well led and managed.	39	63	4	5	6
The school is helping my child become mature and responsible.	46	62	5	0	4
The school provides an interesting range of activities outside lessons.	15	31	43	20	9