

# INSPECTION REPORT

## **MERIDEN CE PRIMARY SCHOOL**

Meriden

LEA area: Solihull

Unique reference number: 104087

Headteacher: Mrs Jacky Smith

Reporting inspector: Paul Nicholson  
25406

Dates of inspection: 30-31 October 2001

Inspection number: 195727

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Voluntary controlled<sup>1</sup>

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Fillongley Road  
Meriden  
Coventry  
West Midlands

Postcode: CV7 7LW

Telephone number: 01676 522488

Fax number: 01676 523912

Appropriate authority: The governing body

Name of chair of governors: Mr Graham Thomas

Date of previous inspection: June 1997

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<sup>1</sup> Because Meriden School is a voluntary controlled Church of England school the inspection of collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the diocese and appointed by the governing body.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25406	Paul Nicholson	Registered inspector
9428	Janet Butler	Lay inspector
20010	John Sangster	Team inspector

The inspection contractor was:

TWA *Inspections* Ltd  
5 Lakeside  
Werrington  
Peterborough  
PE4 6QZ

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a Church of England Voluntary Controlled primary school. It serves the village of Meriden, which is situated between Solihull and Coventry. Currently, there are 182 pupils on roll (103 boys and 79 girls) plus 20 part-time children who attend the nursery. The school is under-subscribed. Three-quarters of the pupils live in the village; others come from a wide, surrounding area. Social conditions are favourable. Five per cent of the pupils are eligible for free school meals, which is below the national average. One pupil speaks English as an additional language and less than 3 per cent are from minority ethnic groups. Sixteen per cent of pupils have been identified as having special educational needs, including two pupils with Statements of Special Educational Need. This is below the national average. On entry to the school, children's attainments vary widely but overall they are above average for their age.

### **HOW GOOD THE SCHOOL IS**

This is an effective school where pupils make good progress. They achieve well above average standards in national tests as a result of their very positive attitudes towards school and the good quality of teaching. The school is well led and managed and it provides good value for money.

#### **What the school does well**

- Pupils achieve high standards in English, mathematics and science.
- The school successfully promotes pupils' personal and social development within a very caring environment.
- The school fosters very positive attitudes, and consequently pupils are well motivated, very well behaved and form very good relationships with other pupils and with staff.

#### **What could be improved**

- The quality of teaching; so as to ensure a consistently high standard, spreading the good and very good practice observed within the school.
- The use of information and communication technology to support pupils' learning.
- Planning for the future; so that governors are more fully involved and there is a clearer focus on the priorities for school improvement.

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

The school's strengths far outweigh those areas needing improvement. The above suggestions build on existing good provision.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory progress since its last inspection in June 1997 and has addressed the issues raised at that time. The school has successfully developed the role of the key staff and now has a clear and effective management structure. The governors and headteacher regularly monitor the work of the staff. The school has improved the quality of its annual written reports on pupils' progress by ensuring all subjects are reported on separately. It has improved the range of books available in the school library, though continued improvement is required. The school has also successfully opened a part-time nursery class and improved the accommodation.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	B
Mathematics	A	A	A	B
Science	A*	A	B	C

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average    E

Inspection evidence found that children in the nursery and reception classes make good progress. By the end of the Foundation Stage, they achieve beyond what is normally expected for their age in their communication, language and literacy skills and in mathematical development. Progress in Key Stage 1 is more variable and currently standards in literacy, numeracy and science are average by the age of 7 years. Good progress is made in Key Stage 2, which results in the high standards and good levels of achievement seen by the age of 11 in recent years and during the inspection.

Since the last inspection the school's performance in national tests for 11-year-olds has been improving broadly in line with the improving national trend. Results in these tests have been high in the three core subjects of English, mathematics and science. This is a result of a higher proportion of pupils achieving both the expected standard, Level 4, and the higher standard, Level 5, than is normally found. These results compare favourably with those of similar schools.<sup>2</sup> Results vary slightly each year because of the different attainments of the relatively small groups of pupils. Overall, standards in the current Year 6 are above average. Most pupils are on target to achieve the expected standard for a typical 11-year-old (Level 4) in each of the core subjects and a third are on target for the higher standard (Level 5). This is slightly fewer than in recent years. However, this still represents a good level of achievement for these pupils. The school will need to set more challenging targets to achieve the very high standards seen in 1999 and 2000.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes towards school and enjoy their learning.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in lessons and around the school. Pupils are polite and friendly.
Personal development and relationships	Very good. There are very positive relationships between pupils and between pupils and staff.
Attendance	Good. The rate of attendance is above the national average.

Pupils' very positive attitudes, high standards of behaviour and very good personal development are important strengths of the school. They contribute greatly to their good levels of progress and the positive ethos of the school.

<sup>2</sup> National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 overall quality of teaching is good. It ranges from satisfactory to very good. Consequently, pupils make overall good progress as they move through the school. Learning is good but inconsistent. It is best in the Foundation Stage and at the end of Key Stage 2.

Teachers are enthusiastic and manage the pupils well. They make good use of resources and support staff, who make a positive contribution to pupils' progress. In the better lessons, teachers use a good range of strategies to meet the needs of all their pupils. There is a good pace to the activities and as a result pupils make good progress. In some lessons, activities do not sufficiently challenge all groups of pupils and they do not allow pupils to develop their own independent learning skills. Teachers do not use information and communication technology enough to develop pupils' learning in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has an appropriate curriculum in place, which provides pupils with a wide range of learning opportunities.
Provision for pupils with special educational needs	These pupils receive good levels of help from the support staff and parental volunteers, which enable them to make good progress. Pupils with statements of special educational need are sensitively supported to help them integrate into the life of the school.
Provision for pupils with English as an additional language	None of the pupils are at an early stage of acquiring English. The school takes effective measures to support pupils' learning and as a result they make similar progress to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, there is good provision for pupils' personal development. There are very good opportunities for pupils' moral and social development. Spiritual development is good and cultural development satisfactory.
How well the school cares for its pupils	Very well. The school is a very caring community. There are very clear and effective procedures for child protection and for ensuring pupils' welfare.

The school's very caring environment, which includes good provision for pupils' personal development, is a strength of the school. It has a positive impact on pupils' learning. The school successfully promotes the inclusion of all its pupils.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and effective day-to-day management of the school. She is well supported by the deputy headteacher and staff. There is a clear commitment to raising standards and further improving the quality of education provided.
How well the governors fulfil their responsibilities	The governing body effectively carries out its statutory responsibilities. It has a satisfactory understanding of the work of the school, but its role is not fully developed.
The school's evaluation of its performance	The school effectively collects information on how well it is doing. The written plan for the improvement of the school satisfactorily details appropriate initiatives for a long-term strategic vision.
The strategic use of resources	The school makes good use of the funds it is given and ensures that appropriate resources are available.

The governors, headteacher and staff have successfully created a positive and caring ethos within the school.

The school's improvement plan lacks a clear focus to guide future developments. Governors have a limited involvement in identifying its priorities and in monitoring the progress towards the agreed targets. The school satisfactorily applies the principles of 'best value' by questioning by what it does and ensuring money is spent wisely.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-one parents (34 per cent) completed questionnaires and 11 attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children enjoy coming to school.</li> <li>The school is well led and managed and the staff are approachable.</li> <li>The teaching is good and children make good progress.</li> <li>Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>The quantity of homework set.</li> <li>The amount of information received about their children's progress at school.</li> <li>The school working more closely with parents.</li> <li>The range of extra-curricular activities.</li> <li>More challenge for higher-attaining pupils.</li> </ul>

Inspection evidence supports parents' positive views on leadership and management, teaching and pupils' behaviour. The giving of homework has not always been consistent. However, there is now a clear programme for homework intended to support pupils' learning. Annual written reports provide good levels of information and there are adequate formal and informal opportunities for parents to discuss children's progress. The school provides a good range of extra-curricular activities. Parents are very supportive of the school. They are satisfied with what the school provides and agree it is a caring environment. The school should continue to develop closer links with parents so as to raise their opinion of the school. In most lessons, higher-attaining pupils are given sufficiently challenging activities. However, in a minority of lessons greater challenge is required to ensure these pupils achieve appropriately high standards.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve high standards in English, mathematics and science by the age of 11 years.**

1. Pupils enter the school with levels of attainment that are above those expected for their age. Results in national tests at 7 and 11 vary slightly each year because of the relatively small numbers in each group of pupils and small differences in pupils' attainment on entry to the school. In recent years, the overall standards achieved by the age of 11 have been high. They reflect the very positive attitudes of the pupils towards their learning and the good quality of teaching they receive.
2. In 2000, pupils aged 7 achieved well above average results in national tests in reading, writing and mathematics. The results dipped in 2001 and standards were only average in reading and mathematics and below average in writing. While most pupils achieved the expected level for a typical seven-year-old, fewer achieved the higher standard, Level 3. This decline was due in part to the differences in attainment in this year group and to inconsistencies in the quality of teaching resulting from difficulties the school experienced in staffing. The results in the current Year 2 are broadly average in reading, writing, mathematics and science. Most pupils by the end of Year 2 are reaching satisfactory levels of achievement, but there is some under achievement amongst higher-attaining pupils.
3. By Year 6, pupils achieve good levels of personal achievement as a result of more consistently good teaching and their very positive attitudes. Their results in national tests for 11-year-olds vary slightly each year, which reflects differences in the small number of pupils in each year group. Overall, pupils achieve high standards in English, mathematics and science. Results over the last three years (1999-2001) show that most pupils achieve Level 4, the expected standard for a typical 11-year-old. The pupils' well-above-average performance is the result of the high proportion of pupils who achieved Level 5, the higher standard. For example in 2001, half the pupils achieved Level 5 in English and over a third achieved it in mathematics and science. During this period, the school's results improved broadly in line with the improving national trend. The results compare favourably with those achieved in similar schools.
4. Inspection evidence indicates that standards in the current Year 6 are broadly similar. Most pupils are on target to achieve the expected standard by the end of the year. A third of pupils are working towards the higher standard in English, slightly fewer than in recent years. The proportions working towards Level 5 in mathematics and science are similar to that found in 2001. In order to maintain recent high standards the school has taken positive action to raise standards, particularly in writing. However, the school's actions have not raised pupils' attainment yet.
5. By the age of 11, pupils are well prepared for the next stage of their education and have high standards in literacy, numeracy and science. Pupils develop good reading skills. They read confidently and have appropriate strategies, such as using contextual clues for tackling unknown words and skimming text for information. The higher-attaining pupils read with very good expression and understanding, and recall details of the story read so far. Pupils write in a joined-up, fluent style and for a good range of purposes. For example, pupils write biographies and film reviews, and they carefully set down their ideas, as they did when they were discussing cruelty to animals. In mathematics pupils have a sound understanding of number. They use equivalent fractions and understand that fractions, decimal fractions and percentages can all show the same proportion. During a numeracy lesson, pupils in Year 6 carefully explained that three-quarters could

be written as 0.75 or 75 per cent. Pupils enjoy science and have a good knowledge of the topics covered. For example, pupils know how seeds germinate and they use their literacy skills well to explain the effects of gravity. They make predictions and have a sound understanding of how to carry out experiments. During an experiment on friction, pupils successfully predicted on which surfaces their model cars would move more quickly and understood how to make the experiment a fair test.

6. Overall, pupils make good progress as they move through the school. However, a scrutiny of pupils' work and analysis of their test results shows that this is not consistent throughout the school. Progress is good in the Foundation Stage, satisfactory in Key Stage 1 and good again by the end of key Stage 2. Most pupils achieve good levels of personal achievement but there is evidence that a small number of higher-attaining pupils, particularly at Key Stage 1, are not challenged enough in lessons and may not be making the best possible progress (see paragraph 15).

### **The school successfully promotes pupils' personal and social development within a very caring environment**

7. The school provides pupils with a very caring and supportive environment in which to learn. Staff have a good knowledge of individual pupils and their personal and social development. Consequently, pupils enjoy coming to school and they develop good levels of confidence. The strong school ethos is a very important factor in promoting pupils' personal and social development.
8. The very good procedures for child protection are clearly set out in a useful staff handbook. The headteacher, who acts as the 'named person', ensures the appropriate local area guidelines are correctly followed. There are good procedures for ensuring health and safety, though some are informal and would benefit from being formalised. Members of staff have responsibility for health and safety and first aid. They carry out these roles capably and so ensure there are good levels of pupil-welfare. A governor carries out a regular audit of possible risks to health and safety.
9. The school has an effective range of measures to promote good behaviour and positive attitudes. These include clear sets of rules that pupils fully understand and teachers apply consistently. Consequently, pupils are aware of what is acceptable and unacceptable behaviour and they feel they are always treated fairly. Incidents of unsociable behaviour are infrequent but if they occur staff take prompt action. Pupils spoken to by inspectors are satisfied that any incidents of bullying are taken seriously; they agree that members of staff are helpful and will listen to them if they have concerns.
10. In lessons, teachers encourage pupils to volunteer answers and opinions. They praise their efforts and effectively encourage self-esteem and positive social values. For example, the reception teacher used the pages of a 'baby catalogue' produced by the children to highlight what they had done well and what could be improved. All the children's work was highly valued and as a result children gained pride in their efforts. Circle time<sup>3</sup> provides pupils with useful opportunities to talk over issues that face them as part of everyday life. Teachers successfully use house points, 'teddy awards' and merit certificates to encourage pupils to work hard and to be considerate of others. The school has several effective methods for promoting good attendance. These include a display of class attendance records and the recognition in the annual report of pupils with 100 per cent attendance.

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<sup>3</sup> During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

11. Pupils' social responsibilities are promoted through a good range of duties within the school. For example in class, pupils give out materials and take registers to the office. Older pupils act as team-captains, 'playground buddies' and members of the school council. Pupils gain an awareness of those less fortunate around the world and how they might help through supporting charities, such as Children in Need, and the school's harvest festival. The school recognises the importance of these measures. It plans to develop the programme of circle time further, train the 'playtime buddies' and increase the importance of the school council.

**Pupils have very positive attitudes, they are well behaved and form very good relationships.**

12. The pupils' very good behaviour and their very positive response are significant factors in the good progress they make. Pupils enjoy school. They treat the building with respect and handle resources with care. From an early age they show interest in their work. For example in the nursery, children were fascinated by the fallen leaves they had collected, while reception children showed great interest in producing a congratulations card for the parents of a new baby. One child thoughtfully offered the greeting, 'I hope you have a nice time with your new baby' during a class discussion. Older pupils are very attentive during literacy and numeracy lessons and are keen to answer questions and offer ideas. They sustain good levels of concentration and when activities are challenging they are well motivated in lessons. For example, pupils in Year 5 were totally engrossed while developing good quality three-dimensional arrangements in an art lesson on still life. This resulted in very good learning taking place.
13. Pupils' behaviour in the classroom and around the school is very good. They are friendly, polite and well mannered. Pupils work well together, sharing equipment and taking turns. They encourage and support each other and work well together in small groups and pairs. For example, pupils in a Year 3 information and communication technology lesson help each other as they use information on mini-beasts previously entered into a database. They discuss their activities sensibly and are willing to listen to the advice of others. Relationships between pupils are very good. Pupils also relate well to staff and they value the support given to them by the adults in school.
14. Pupils move around the school sensibly and behaviour in the hall at lunchtime and on the playground is very good. In assembly, they listen attentively and show interest in the stories being told. Pupils are keen to help and when given responsibility they carry out their duties conscientiously. For example, pupils sensibly look after the reception area and answer the telephone during lunchtime. They respond well to initiatives such as the school council, and are keen to discuss improvements they would like to see around the school.

## WHAT COULD BE IMPROVED

**The quality of the teaching; so as to ensure a consistently high standard, spreading the good and very good practice observed within the school.**

15. The overall quality of teaching is good, but it is not consistently good across the school. Observations in lessons and the scrutiny of pupils' previous work shows that teaching ranges from satisfactory to very good. While good teaching was observed in all key stages, the teaching in the Foundation Stage and in Years 5 and 6 was consistently better than in Years 1 and 2. Where teaching is good or better, pupils make better than expected progress and this helps them to gain good levels of personal achievement. Where teaching is satisfactory rather than good, pupils make adequate progress and gain acceptable levels of achievement. The school has addressed the staffing difficulties encountered last term and there have been recent changes to the staffing. The headteacher has correctly identified the need to develop teaching and intends to hold in-service training on developing 'teaching and learning styles'.
16. Teachers have a calm and caring approach towards their pupils, which promotes very good relationships between staff and pupils. Strong features of much of the teaching observed were the teachers' clear explanations and skilful use of questioning to consolidate and extend pupils' learning. In a Year 3 numeracy lesson, for example, the teacher's clear explanations resulted in pupils making good progress in their understanding of odd and even numbers. Teachers provide good levels of support to individual pupils and groups, and make effective use of support staff. Consequently, pupils with special educational needs make good progress in their learning. Teachers manage the pupils well, which results in high standards of behaviour within the classroom.
17. Characteristics of the better teaching include a well-planned range of activities that take account of the different needs of pupils. For example, in a successful literacy lesson on the use of powerful verbs in poetry, the teacher carefully planned sufficiently challenging tasks for the different ability groups within the class. Consequently, all pupils made very good progress in their learning. Teachers make very good use of resources. In an art lesson in Year 5, the teacher successfully used a collection of textured bottles made of attractive glass to motivate pupils to be creative in their work. Clear learning objectives that are shared with the pupils at the start of the lesson and returned to at the end, as in a Year 6 numeracy lesson, help pupils develop knowledge of their own learning. In the better lessons, teachers' expectations of behaviour, work to be completed and learning to be achieved are high. As a result, the good pace of working and the effort pupils put into improving their performance support the good progress made in these lessons. Teaching in the Foundation Stage is clearly based on the appropriate areas for learning for young children. Staff provide children with a wide range of purposeful activities, so that they achieve and many exceed the nationally recognised early learning goals by the end of reception.<sup>4</sup>
18. Relative weaknesses where teaching is satisfactory rather than good include a slow pace and group activities that do not fully involve or challenge all pupils, particularly the higher-attainers. Low expectations of what could be completed and activities that do not fully stimulate the pupils result in slower levels of progress. Activities that do not involve all pupils also reduce the effectiveness of the teaching. For example, the oral session at the start of a numeracy lesson only fully involve two pupils at a time rather than including them all in a brisk, mental activity. Higher-attaining pupils are often expected to produce

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<sup>4</sup> Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

more work of the same standards rather than tackle more challenging activities aimed at extending their learning. This slower rate of progress was particularly, but not solely, evident in the work and recent test results of pupils in Key Stage 1.

19. Teachers give clear explanations but some of them at times spend too long talking and so pupils become restless. Some activities become too directed by the teacher and opportunities for pupils to explore, experiment, plan and make decisions for themselves are often missed. For instance, a Key Stage 1 teacher carefully explained which type of equipment (ruler, metre stick, rods, tape-measure) should be used to measure distances rather than allowing the pupils to experiment with them. As a result, pupils' independent learning skills are not as well developed as they might be. Teachers do not make enough use of information and communication technology to support pupils' learning.

#### **The use of information and communication technology to support pupils' learning.**

20. Since the last inspection the school has opened an information and communication technology (ICT) suite. In addition there is a computer in each classroom. Teachers have received training in the use of the new computers and their software as part of the government's New Opportunities Funding scheme. Recently, the school has satisfactorily adopted national guidelines to help teachers with their planning to ensure that all aspect of the subject are taught. Difficulties with the new hardware and software, beyond the control of the school, have meant that the computers in the ICT suite have not been available or their use has been unreliable. Consequently, teachers have been reluctant to make full use of the resources available and so pupils have not had sufficient opportunities to develop and use their ICT skills fully.
21. Each class has a weekly lesson in the ICT suite during which specific skills are taught. Where pupils were observed using computers during the inspection they showed appropriate keyboard skills for their age. For example, pupils in Year 3 satisfactorily accessed information on mini-beasts that they had stored in a simple data-handling program. Pupils in Year 2 successfully used the computer to show pictures of the seaside from different periods of history. However, discussions with pupils and teachers confirm that over the last six months pupils have insufficient hands-on experience in using the computers to ensure sound or better levels of progress in all aspects of the subject. In particular, pupils have not regularly used their ICT skills to support their learning in other subjects. For instance, pupils rarely use the computers independently to research information, present their work or show the results of their investigations in subjects such as science. Opportunities to use the classroom-based computers are often missed.
22. The school is aware of the need to implement the teachers' recent training in ICT into their regular classroom practice. Some subject co-ordinators are beginning to identify where ICT can support pupils' learning in their subject. The ICT co-ordinator is keen and eager that staff make full use of the good resources available so as to compensate for the missed opportunities of recent months.

#### **Planning for the future; so that governors are more fully involved and there is a clearer focus on the priorities for school improvement.**

23. The school is well led and managed, and the governors are supportive and effectively carry out their statutory responsibilities. They have a satisfactory understanding of the work of the school, but their involvement in long-term strategic planning is not fully developed. The governing body fulfils its statutory duties by ensuring all relevant documents and policies, such as the school's prospectus and special educational needs policy, are in place. It has an appropriate committee structure and has introduced links between governors and subject co-ordinators. The governing body receives useful information from the headteacher and local education authority advisers. This provides

governors with a satisfactory understanding of the strengths and weaknesses of the school. However, their first-hand experiences of the work of the school are limited. There is no planned programme of regular focused visits to help governors learn about the school and to monitor its progress towards its long-term targets.

24. The school has a detailed school improvement plan that identifies appropriate priorities for development. The headteacher and teachers produce action plans that outline targets and future resource and training needs. Governors approve the plan, but their input into the formation of priorities is limited. The plan, while satisfactory, does not show why targets have been identified or provide a clear whole-school focus to school improvement. The most important priorities for school improvement are not clearly identified. Success criteria are not always specific enough to measure progress against.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

25. To build on its many strengths the governors, headteacher and staff should now:

(1) further raise the quality of teaching so as to ensure a consistently high standard by:

- spreading the good and very good practice observed within the school;
- implementing the planned in-service training on developing teaching and learning styles; and
- continuing the planned monitoring of teaching and learning to identify future areas for development;

(2) develop the use of information and communication technology to support pupils' learning in other subjects by:

- implementing teachers' recent training in the teaching and use of ICT;
- identifying opportunities in each subject where ICT can be effectively used to support learning; and
- ensuring pupils have regular use of the resources in the ICT suite and the classroom computers;

(3) further improve planning for the future by:

- providing governors with more effective opportunities to learn about, and monitor, the work of the school;
- fully involving the governors, together with the headteacher and staff, in the formation of whole-school priorities;
- having clearer whole-school priorities to guide school improvement.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	2	7	3	0	0	0
Percentage	0	17	58	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

### 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)	10	182
Number of full-time pupils known to be eligible for free school meals	-	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.7
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	18	16	22
Percentage of pupils at NC level 2 or above	School	79 (100)	67 (100)	92 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	19	22	24
Percentage of pupils at NC level 2 or above	School	79 (100)	92 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	11
	Girls	12	12	12
	Total	20	20	23
Percentage of pupils at NC level 4 or above	School	87 (92)	87 (96)	100 (96)
	National	75 (75)	71 (71)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	11
	Girls	12	12	12
	Total	20	19	23
Percentage of pupils at NC level 4 or above	School	87 (92)	83 (96)	100 (96)
	National	72 (70)	74 (72)	82 (79)

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	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	151
Any other minority ethnic group	2

*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)	8.1
Number of pupils per qualified teacher	22.5
Average class size	26

#### **Education support staff: YR - Y6**

Total number of education support staff	3
Total aggregate hours worked per week	76

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	15
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-01
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	£
Total income	415,647
Total expenditure	407,798
Expenditure per pupil	2,427
Balance brought forward from previous year	10,395
Balance carried forward to next year	18,244

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 34.5%

Number of questionnaires sent out	148
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	49	8	2	0
My child is making good progress in school.	34	54	10	0	2
Behaviour in the school is good.	31	63	2	2	2
My child gets the right amount of work to do at home.	15	54	21	4	6
The teaching is good.	33	55	8	0	4
I am kept well informed about how my child is getting on.	22	48	20	6	4
I would feel comfortable about approaching the school with questions or a problem.	49	41	0	8	2
The school expects my child to work hard and achieve his or her best.	41	43	8	2	6
The school works closely with parents.	30	42	20	6	2
The school is well led and managed.	47	39	8	2	4
The school is helping my child become mature and responsible.	26	66	4	2	2
The school provides an interesting range of activities outside lessons.	24	37	22	4	12

Totals for individual questions may not equal 100 as a result of the rounding off of numbers.

### Other issues raised by parents

A small number of parents felt their children were not always given sufficient challenge within lessons to ensure they made the best possible progress.