

# INSPECTION REPORT

## **ALL SAINTS CE (A) PRIMARY SCHOOL**

Bednall, Stafford

LEA area: Staffordshire

Unique reference number: 124329

Headteacher: Mr K D Scott

Reporting inspector: Mrs Jean Harding  
21378

Dates of inspection: 22<sup>nd</sup> – 23<sup>rd</sup> January 2001

Inspection number: 195870

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	School Lane Bednall Stafford Staffordshire
Postcode:	ST17 0SD
Telephone number:	01785 355540
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Howarth
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a school for boys and girls from 4 - 11 years of age. There are 77 pupils in the school. It is much smaller than the average primary school. Very few pupils are of non-white ethnic origin and none speak English as an additional language. Numbers on roll are slightly higher than they were at the last inspection. Class sizes are small and there are two year groups in each of the four classes. There are 13 pupils, 17 per cent, on the special educational needs register; this is below the national average. However, only six pupils need special educational provision, including two who have statements of special educational needs; the percentage of pupils with statements is above the national average. No pupil is disapplied from the National Curriculum or testing.

No pupils are eligible for free school meals; this is well below average. The school is situated in a pleasant rural area and takes pupils from three local villages and a few from outside the immediate area. Most pupils come from advantaged socio-economic backgrounds and have had pre-school educational experience. The school is closely allied to the local church. Up to ten pupils can be admitted each year; they start in the year in which they are five. At the time of the inspection six children were still under the age of five. Attainment on entry is mostly higher than usually expected.

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

This school gives its pupils a good standard of education. Standards of attainment in the core subjects of English, mathematics and science are high. Pupils use their learned skills of speaking, listening, reading and writing well in other subjects. The teaching is good and this results in pupils having very good attitudes towards their work. There are some strengths in the leadership of the school and in some aspects of management, but not in the management of the curriculum which is not as well planned as it might be. The provision for information and communication technology is generally satisfactory but it is not good enough to ensure that pupils receive teaching in all required aspects. This is a caring school with a positive ethos in which pupils are looked after well, therefore, their personal and social development is good. Most parents think highly of the school and feel full partners in their children's education. The school spends more per pupil than many schools, but given its size and inherent difficulties, such as the accommodation, it gives satisfactory value for money.

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

- Pupils' attainment in English, mathematics and science is above average throughout the school.
- Pupils use their key skills of listening, speaking, reading, writing, and numeracy well in other subjects.
- Pupils' attitudes, values and personal development are very good; behaviour is good.
- The teaching is good, especially the teaching of literacy and numeracy.
- Pupils who have statements of special educational needs make good progress in learning, especially in personal and social development.
- The leadership is good overall.
- There is a family atmosphere in which pupils are cared for well.
- The school's partnership with parents is good, and parents ensure that attendance is very good.

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

- The provision for information and communication technology and hence pupils' attainment.
- The planning of the curriculum.
- The individual education plans for those pupils who have special educational needs.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

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

The school was last inspected in February 1997 and, since then, it has made good overall improvement. Standards in English, mathematics and science remain high. There have been satisfactory improvements to the school development plan and finance is carefully tied to priorities. There have been sound improvements to the strategies for extending pupils' skills in planning and carrying out investigations in mathematics and science. There have been good improvements to the accommodation. There is still no usable field for outside physical education but progress has been made to providing one for the next school-year. There have been some improvements to the provision for the physical development of children in the Foundation Stage<sup>1</sup>; this is still not good enough but further improvements are in hand. Pupils' progress in science and design and technology at Key Stage 2 has improved. The majority of teaching is now good. The teaching of information and communication technology has improved in

<sup>1</sup> The Foundation Stage applies to children from the age of three to the end of the reception year.

respect of data-handling, but not in the area of control technology. However, there are now more computers and further improvements to the equipment is imminent, with the result that more work is planned for the programmes of study in which pupils previously have had insufficient work. Given the ethos of continual improvement, the school displays a sound capability to become even more effective.

## 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	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The grades normally displayed in the table above, which show the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests, have not been included because there were too few pupils in the year groups, making statistical comparisons unreliable.

The results of the tests for English and science in 2000 were among the highest in the country. It is difficult to make major judgements on trends in the statistics as the group of pupils entered for the tests in each year is so small. But last year's leavers made much better than average progress in English, mathematics and science since they were in Year 2. A good number of pupils achieved a higher grade. Last year's results at Key Stage 1 showed that pupils attained overall grades that were high in mathematics and very high in reading and writing. In comparison with similar schools<sup>2</sup>, grades were high. Over the last four years the school has consistently produced results that are above and well above average, except for the odd deviation which can result when such small groups are tested. Appropriate targets for the tests for the next two years have been set.

The standards of work seen in English, mathematics and science, at both key stages, is higher than average. The standards of work seen in other subjects is, generally, at least in line with expectations and sometimes above. The standards in information and communication technology are as expected for some programmes of study, but below for others, such as control technology, as pupils have not had enough teaching in this.

Children in the reception year make at least satisfactory, and often good, progress in learning and most will exceed the Early Learning Goals<sup>3</sup> by the time they are in Year 1. Pupils' progress in developing speaking skills throughout the school is good and this starts in Class 1. Pupils use their communication and numeracy skills well across the curriculum.

Pupils with statements of special educational needs make good progress in many aspects of learning. Other pupils with special educational needs make satisfactory progress in learning, although this could be better with more targeted teaching. Pupils of higher ability make sound progress, but this also could be better with special targets for each of them. There is no difference in the rate of learning of pupils from different ethnic backgrounds or between boys and girls.

<sup>2</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

<sup>3</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils want to go to school and enjoy learning.
Behaviour, in and out of classrooms	Good. Most pupils are very well behaved and polite; a few are a bit fidgety in lessons. They are sensible on the playground and when moving around the cramped building.
Personal development and relationships	Very good. Pupils are responsible and cooperate well with each other. They show confidence and maturity.
Attendance	Well above average, and pupils get to school on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.*

Of the lessons observed 71 per cent were good. Good teaching was observed in every class. No unsatisfactory teaching was seen. Teachers have good skills in teaching literacy and numeracy. The strengths of the teaching lie in the teachers themselves; they have good subject knowledge and prepare interesting lessons. Behaviour management is good and produces good responses from pupils. Staff know their pupils well and have good relationships with them.

There are some aspects of all the teaching that could be improved. Lesson planning is inconsistent and there is insufficient proper differentiation for pupils of all abilities; the planning of lessons is much less organised than is usually expected in primary schools these days. Due to this weakness, the day-to-day assessments are not detailed enough to inform the planning of subsequent lessons. As many lessons are so long, some pupils' concentration flags towards the end.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	It is broad and relevant to pupils' needs and experience, but it is not balanced. The school day is shorter than most schools and the planning of the timetable is inefficient. There is too much teaching in some subjects, and not enough in others. Standards could be higher if the timetable was more efficiently organised.
Provision for pupils with special educational needs	Satisfactory overall with strengths and weaknesses. Pupils with statements of special educational needs are supported well and their parents are pleased. Other pupils do not always have work provided that is entirely appropriate to their needs as their individual education plans are so vague and progress is not able to be measured well enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. One pupil is withdrawn from religious education and a few are withdrawn from acts of collective worship to do other activities. This compromises their spiritual development. There is little planning of opportunities for these areas of development.
How well the school cares for its pupils	Good care is provided. Pupils are well known to staff and the family atmosphere helps communication. Procedures for health and safety are generally good. The assessment of pupils' academic and personal and social development is sound overall.



The short time of the school day is wasted when lessons are planned that are too long. Pupils spend a lot of time doing mathematics, which they do well, and not enough doing information and communication technology, which they do not do well. There is too much physical education on the timetable at Key Stage 2 and little religious education timetabled at Key Stage 1. No personal, social and health education is timetabled and so essential work in this subject has to be at the expense of other curriculum areas. The provision for extra-curricular activities is good.

The withdrawal of any pupils from acts of collective worship and from religious education, for reasons other than those of conscience, is against statutory requirements. Some pupils miss essential work in the core subjects to have extra lessons, such as music. Child protection procedures are satisfactory but some staff need more training.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a heavy curricular, pastoral and administrative load. His leadership and management are satisfactory and he has set sound educational priorities for the school. Subject co-ordinators manage their areas well.
How well the governors fulfil their responsibilities	They have good involvement and know what is going on. They provide clear leadership and have set a supportive, caring, but challenging ethos.
The school's evaluation of its performance	Sound, overall, and there is no complacency. Strengths are known, but there is a tendency to assume that things are better than they are as most staff do not have a knowledge of what is going on in many other schools. Most weaknesses are known and are being addressed.
The strategic use of resources	Good, except for the use of time. Financial planning is good and specific money is well targeted. This has resulted in essential improvements to the accommodation. The principles of best value are applied sensibly.

The sense of family and being an essential part of the village community are of great value to pupils' attainment and their personal and social development. People know each other well and much is accomplished informally. However, the management relies too much on these informal systems, although this is improving. The monitoring and evaluation of teaching is improving, and the results are clear. Although there is an ethos of inclusion for all pupils, there is no overall policy to ensure that all pupils, whatever their background, talent or difficulty, have full access to the curriculum.

Staffing levels are high, and this is helping pupils' rate of learning, especially those with special educational needs. The accommodation, although having inherent difficulties due to its age and Victorian design, is managed well and does not detract from pupils' learning to any great extent. It does, however, affect the working conditions of staff and pupils' opportunities for physical education.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Staff are very approachable.</li> <li>• There is a friendly atmosphere fostered.</li> <li>• Parents feel comfortable raising questions or problems with the school.</li> <li>• The staff work closely with parents.</li> <li>• The school achieves high academic standards.</li> <li>• The school promotes positive attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for the most able pupils and for those with special educational needs.</li> <li>• More information and formal opportunities to discuss pupils' progress earlier in the school year.</li> <li>• The provision and marking of homework.</li> </ul>

The inspection team agrees with everything that pleases parents. The family ethos is a great help in this respect. Inspectors agree with some of the criticisms of parents, but not all. The provision for the most and least able, although satisfactory, could be better. In a school of this size, any pupils with particular needs should have work provided that is entirely appropriate to challenge and support them; work should be better differentiated for individuals, as well as for ability groups. Although there is plenty of information provided for parents, an opportunity to discuss their child, formally, in the autumn term, would certainly be beneficial; parents would then know what is

being proposed for their child's learning for the year. The provision of homework seems to be generally satisfactory in amount and content, although the marking could be more constructive.

## **PART B: COMMENTARY**

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

#### **Pupils' attainment in English, mathematics and science is above average throughout the school.**

1. Pupils' attainment on entry to the school is above average overall. Pupils make at least satisfactory and often good progress in learning in all aspects of English, mathematics and science, and, by the time they leave the school, they are attaining at above average levels in most of the programmes of study and well above in some cases. The percentages achieving the expected levels and above, in the National Curriculum tests, is well above average overall and very high for some subjects and aspects. The numbers taking the National Curriculum tests are small and so little significance can be assumed from the statistics but, over time, pupils have consistently obtained high grades at the end of Key Stage 2. By Year 6 the trend in improvement in the grades is lower than most schools, but this school's grades were at a high level when the testing and comparisons first started. Last year's leavers made much better progress through Key Stage 2, when attainment is measured against prior attainment in the National Curriculum tests at the end of Key Stage 1, compared with pupils from similar schools as measured in the National Curriculum tests.
2. The school has set realistic targets for the attainment of the required levels in English and mathematics for the current year and for 2002; these targets include a target of at least 50 per cent of pupils obtaining the higher level 5 in mathematics by the time they leave the school in 2002. No pupil has been set a target for the much higher level 6, and the school should consider this, especially for English and mathematics.
3. Children start their learning in the reception class where they are introduced to early skills in language, literacy, communication, numeracy and knowledge and understanding of the world in an appropriate fashion. They play games, use the computer and do practical work in mathematics and this ensures a secure grounding in their understanding. They read at a higher level than usually expected for five year-olds.
4. This sound start is built upon at Key Stage 1. Pupils' attainment in English and mathematics particularly, are higher than average for their age. Reading skills are well above average, as are writing skills. Mathematical ability is above average. Pupils' attainment in science is in line with national expectations and fewer demonstrate more advanced skills.
5. At Key Stage 2, in 2000, all pupils gained at least the expected level in the national tests and a good percentage achieved the higher level; 67 per cent in English, 44 per cent in mathematics and 89 per cent in science. In comparison with similar schools, the percentage of pupils gaining higher grades was very high. Of course, the numbers involved are very small, but the work observed during the inspection reflected these grades.
6. The standards of attainment in writing, which is often a problem nationally, is at least average in this school, and usually higher. Pupils write for a range of purposes, with good style and presentation. There is no difference in the attainment of boys and girls.
7. Standards of attainment in mathematics are higher than average and, by the time they leave, many pupils in Year 6 will be working at the higher level in all the programmes of study. This is an improvement since the previous inspection when pupils' investigation skills were not well developed. Standards of attainment in science are also high, and the criticism of the previous inspection report that pupils lacked scientific investigation skills has been addressed.

#### **Pupils use their key skills of listening, speaking, reading, writing, and numeracy well in other subjects.**

8. Pupils possess good skills of communication and numeracy which they use well in other subjects. Many pupils have very good speaking skills, using a wide vocabulary and mature

sentence construction. Even the some of youngest children can pose rhetorical questions. The children in the reception class listen well; they do not need to have instructions repeated. Older pupils discuss their work with composure and are able to listen to suggestions for improvement. Most pupils' listening skills are good, but a few have difficulty not interrupting. Pupils' reading skills are higher than average and they use them well in other subjects. Pupils have good research skills and show confidence when set a task to find information. Pupils generally write well, using a well-formed writing style and with correct spellings; the content is interesting. Their writing is as well presented in other subjects as it is in English. Pupils have secure numeracy skills which they use well in subjects such as geography and science.

**Pupils' attitudes, values and personal development are very good; behaviour is good.**

9. Pupil' attitudes to the school and their personal development are very good. Pupils of all ages like going to school; they enjoy learning. They are generally polite and attentive in class and are responsive to their lessons. They show interest in the activities and co-operate well both in lessons and at break-times. There is no bullying; one pupil told the inspector that this because they know each other so well. Relationships are very good. Most pupils show confidence in their work and demeanour. They are respectful and demonstrate personal responsibility, although this could be fostered even more by the school.
10. Behaviour is good. There is the odd incident of inappropriate behaviour but this is often when the lesson or the activity has been going on too long. A very few pupils need encouragement to get going on their work and seem concerned about what they have to do.
11. The small number of pupils in Class 1, which includes children in reception and a few pupils in Year 1, is beneficial to their attitudes to work; all are guaranteed some individual attention. Parents, particularly, like this and those who have children who need a little extra time to develop necessary skills are pleased with this provision.

**The teaching is good, especially the teaching of literacy and numeracy.**

12. Seventy-one percent of lessons seen were good. There is no evidence of teaching that is less than satisfactory. Good teaching occurs in all classes and this is of great benefit to pupils' consistent progress. The evidence from formal testing, lesson observation, scrutiny of work and discussion with parents and staff suggests that the teaching is good overall.
13. There are many strengths in the teaching. Teachers have good subject knowledge; their teaching of the basic skills of literacy and numeracy are particularly good. They have absorbed the methods of the National Literacy and Numeracy Strategies, but have not abandoned other well-trying methods of teaching of basic skills. This is good. For example, during a literacy lesson in the class for pupils in Years 1 and 2, the writing part of the lesson was soundly based on the earlier part of the lesson where pupils talked about their experiences; this skilled teaching ensured better quality writing and good extension of pupils' vocabulary and sentence construction.
14. Teachers plan lessons that are interesting. They have good knowledge of their pupils' circumstances and their generally well-honed skills of classroom management means that lessons run smoothly. The odd incident of inappropriate behaviour is handled sensitively and the fact that staff know parents well pays dividends in this. Support staff and parents who help in the classes play an important role in the teaching and they make a real difference in the school.
15. Although the teaching is generally good, it could be much better. Lesson planning is not as good as it could be; the planning of work using information and communication technology, and to cope with the learning needs of all pupils, is rather sketchy and not what is expected in the work of the best schools. It is true that teachers know pupils well, but the lack of conformity and consistency in formal plans and records is not the best practice.

**Pupils who have statements of special educational needs make good progress in learning, especially in personal and social development.**

16. Two pupils have statements of special educational needs. Their parents are pleased with the good progress they have made since they joined the school. Staff and parents have worked together to overcome serious difficulties and this has benefited not only these pupils and their families, but other pupils in their classes who have learned to understand and to help them.
17. Reasonably detailed records are kept about these pupils, although the individual education plans could be much better. Appropriate work, including changes of class when it seems to be necessary, and sensitive approaches to tasks, ensures that the pupils feel happy and, so, become more confident. The family ethos of the school is of great benefit to these pupils.

**The leadership is good overall.**

18. There have been significant changes to the leadership of the school since the last inspection. The new headteacher has established clear educational direction for the school and is starting to establish workable, consistent systems of management so that all aspects of the school's work can be measured and evaluated. There is an ethos of continual improvement. The subject co-ordinators keep abreast of developments in their areas and give good leadership to the teaching of their subjects.
19. The governors are well involved in the life of the school; most governors take an active part in school life and know what is going on. At the time of inspection, the school was short of two governors. The governors play a good part in shaping the direction of the school and their development planning is appropriate. Financial planning is good and the governors and headteacher keep a broad overview of what is most necessary to improve the school and budget accordingly.
20. The experienced chair of governors acts as a counsellor, a phrase he prefers to 'critical friend', to the headteacher; he is conscious of the heavy load carried by the headteacher, and how much more needs to be done in the time available. The governing body is generally effective in ensuring that statutory requirements are met and make good efforts to keep up-to-date with current requirements. However, governors were not aware that some pupils miss acts of collective worship and religious education for reasons that are not allowed.

**There is a family atmosphere in which pupils are cared for well.**

21. The family atmosphere is a strength of the school. It is a caring school. Pupils are well known to staff and governors. There are many people who come into school to help, including parents and the local vicar. Pupils are looked after well and they feel secure. Procedures to ensure health and safety are generally good, although more training is needed for some staff in the procedures for child protection. The difficulties of the accommodation are overcome without too much fuss. Pupils tolerate the cramped accommodation, especially during lunchtimes when it rains, because they are aware of the benefits that they have by being at the school. Pupils' achievements are celebrated and parents and the community are involved. The feeling of being part of the community is mentioned by pupils, parents, staff and governors; the ramifications of this run through all that is done. The school feels accountable to the community. This is good.

**The partnership with parents is good, and parents ensure that attendance is very good.**

22. Parents think very highly of the school. They are happy for their children to be at the school in spite of the disadvantages, such as the accommodation. A few bring their children quite long distances. Very positive views were expressed by parents during the meeting with the inspectors, through the parents' questionnaire, letters and discussions. The inspection team understand why parents feel this way.
23. Parents are active in the school in many ways. They help in the classes and raise funds. They play an active part in the education of their own children, looking at homework and helping with

projects. They have learned strategies from school staff which help them with their own children. They feel comfortable about making suggestions to staff and talking to them about their concerns. All these aspects cement the bonds between parents and the school and improves pupils' attainment and personal and social development.

24. The staff and parents work together to ensure that attendance is very good. For the latest reporting year the attendance figures showed a 97 per cent attendance rate with only 0.2 per cent unauthorised absence. These are very good figures and pupils' very high rates of attendance make a significant contribution to their learning. Most parents cooperate well with the school in not taking their children away for holidays in term-time, which is sometimes a problem nationally. Similarly, parents get their children to school on time which means lessons can start promptly. Pupils enjoy going to school and this reflects the ethos set by the staff. The close working of home and school is of great benefit to pupils' attainment and personal and social development.

## **WHAT COULD BE IMPROVED**

### **The provision for information and communication technology and hence pupils' attainment in this subject.**

25. The school has acquired more computers since the previous inspection and there are now sufficient for regular use in the classroom. The money granted through the National Grid for Learning scheme has still to be spent and this will provide another two machines. There is a very new policy for the subject which is appropriate, but has yet to be agreed by the governors. A government-recommended scheme of work has been newly adopted and there is a new long-term plan for each class. The school has identified that information and communication technology is an area that is currently under developed and it is a priority in the school development plan.
26. The new co-ordinator has undertaken a useful audit of practice and is aware of the improvements in data-handling since the last inspection. She is also aware that the programmes of study relating to monitoring, modelling and control have not been taught sufficiently and so pupils' skills in these areas are deficient. The staff's own competence in most of the programmes of study is satisfactory and further training has been arranged.
27. Information and communication technology does not appear as a separate subject on the timetable. All the programmes of study, therefore, have to be taught through other subjects; this is difficult for some aspects. It is now a National Curriculum requirement that nearly all subjects have information and communication technology built into the planning for other subjects, and for pupils to use their skills across the curriculum. This is currently being done for some aspects, such as word-processing and data-handling, but not for others, and not in enough depth to challenge the most able. As there are few formal, detailed daily lesson plans, the co-ordinator cannot properly monitor the teaching of information and communication technology within other subjects. Currently the planning is monitored, but not the teaching.
28. Many pupils have computers at home and have acquired sound skills through use out of school. The specialist programmes of study which need specific teaching, in terms of equipment and staff time, have not been taught and so pupils, especially those at the top of the school, have skills that are not as well developed as they should be. This is a weakness and is due to the planning of the curriculum and not just due to lack of hardware.
29. A new checklist to show how much work that pupils have done was started in September 2000 and staff now know what has been covered, but there is insufficient recording of pupils' standards of attainment. Information and communication technology has not been used sufficiently to help those pupils whom the school has identified as having specific learning difficulties, for whom information and communication technology can be a very useful tool.

## The planning of the curriculum.

30. The planning of the curriculum is not good enough and this is affecting pupils' standards of attainment, especially in non-core subjects. The school day is short compared with most primary schools. Pupils at Key Stage 1 work about an hour a week less than those in many other schools, and those at Key Stage 2 over half-an-hour less. This short time reduces the available learning opportunities by a considerable amount over the year. The situation is due to several factors: the start time is later than some schools; the finishing time is earlier than many schools; pupils have a 20-minute break in the morning which is longer than many schools; and acts of collective worship, and the preparation for these, last for 25 minutes, which is longer than average; a few schools only have 45-minute lunch breaks. This school has not made the changes to the length of the working day that many schools have found necessary.
31. Within the timetable the allocated teaching time for some subjects is inefficient. Pupils generally spend their mornings learning English and mathematics. The break-time is fixed at 10.20am, this means that the literacy and numeracy sessions are over-long, and longer than the time recommended and necessary, especially as pupils run out of steam. The ritual of the timetable appears to have determined the teaching times and little account of current practice has been taken. Classes 3 and 4, at Key Stage 2, have too much physical education compared with many schools and too little time for other subjects, including science. All pupils at Key Stage 2 have swimming lessons and, as many pupils can swim to the required standard well before they reach the end of Year 6, this is a waste of curriculum time. Information and communication technology is not on the timetable, and neither is personal, social and health education, and so the essential teaching for these subjects will have to be taken from the short time allocated to other subjects. The time allocated to religious education at Key Stage 1 is low, especially for a church school. The results of these low times for non-core subjects and for information and communication technology is that although pupils have knowledge and understanding and skills that are in line with national expectations generally, they may not be as high as they could be, especially for able pupils.
32. There are other instances of lack of thought in curriculum planning which contravene statutory requirements or that disadvantage individual pupils. Some pupils miss acts of collective worship, at times, because they receive extra tuition in basic skills; this compromises their spiritual development. A significant number of pupils miss part of the same lesson every week for extra music tuition; for Class 4 ( Years 5 and 6) this lesson is science and this is of concern as this subject already commands a low percentage of teaching time.
33. The planning of lessons is basic and nothing like as detailed as is current good practice. There is suitable planning of differentiated work to challenge pupils of all abilities, but this could be better. The planning is for groups rather than individuals, and in a school of this size more individualised planning should be possible. No pupil has been identified as especially gifted or talented. Many are able, but insufficient analysis of how each individual can be challenged to the maximum has been undertaken. This is now being done for English and mathematics but the targets for all subjects are lacking. Some parents raised questions about the quality of the teachers' marking. Although it is usually carried out, marking could certainly be more constructive, and the information gained from analysis of pupils' current work fed through to the next lesson.
34. There is good provision for extra-curricular activities and parents like the range of activities. There is no agreed policy on education against drugs misuse. There is a raft of policies to ensure satisfactory provision for pupils of different groups. However, there is no overall policy for social inclusion that would guide staff in the best curriculum provision for any pupils that might arrive at the school with possible problems or from one of the groups known to suffer disadvantage.

## **The individual education plans for those pupils who have special educational needs.**

35. The school has identified 13 pupils as having special educational needs. Seven of these are just being monitored for minor aspects of development. Of the other six, two have statements of special educational needs and three have been identified as having specific learning difficulties (dyslexia) by the school.
36. The school is assiduous in ensuring that no pupil is missed if they may have a problem, but this stretches the staff's time and resources thinly with the result that insufficient planned time is given to those pupils with more marked difficulties. The pupils with statements make satisfactory progress from their initial assessment on entry to the school and in some respects, such as improved personal and social development and their ability to communicate, their progress in learning has been good. However, their current individual education plans are rather general and are not good enough to ensure that real progress of academic achievements can be recorded and further plans made. The support staff who are allocated to work with these pupils give good support and the pupils' parents are pleased with the provision.
37. The other pupils' individual education plans are also lacking in specific detail about the provision necessary and how it is to be delivered, therefore, these pupils' progress cannot be well monitored. There is a difference of opinion among parents about the provision for these pupils, some parents are happy, others not. Some parents are unsure of how much their child's problems are known to all the staff; the special educational needs co-ordinator is not present at all pupils' reviews, which parents would like.
38. The school's systems for analysis of special educational needs and of how these can best be met are satisfactory, but could be much better. Effective strategies to help pupils with dyslexia are not consistently used. Pupils who have difficulties with concentration or behaviour are not monitored effectively. Some individual education plans contain targets that are too long term, more hopes for the future than effective plans, and these are unable to be measured properly. The targets within the individual education plans are not always SMART (Specific, Measurable, Attainable, Realistic and Time-linked). In order that good provision is made in this area, the staff need further training in the production of individual education plans.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. In order to continue the improvements already made, the school should now:

- Improve the provision for information and communication technology and hence pupils' attainment by:
  - acquiring more computers and other essential hardware as soon as possible;
  - acquiring up-to-date software to go with this equipment;
  - planning the teaching so that all the programmes of study are covered in sufficient depth;
  - planning for the regular, consistent use of information and communication technology across the curriculum.  
*(Paragraphs 25 – 29)*
  
- Improve the planning of the curriculum by:
  - considering changes to the length of the school day;
  - changing the timetable so that all subjects have lessons of an appropriate length;
  - improving the balance of teaching between subjects; this should include more specific planning for information and communication technology;
  - improving the daily lesson plans so that the teaching of the planned curriculum is better able to be monitored;
  - ensuring that lesson-planning includes consistently appropriate work for every pupil;
  - improving teachers' marking so that pupils know what needs to be done before real improvement is made.  
*(Paragraphs 30 – 34)*
  
- Improve the quality of pupils' individual education plans. Make the targets specific, understandable and achievable in the short term. Further staff training is necessary in this respect. *(Paragraphs 35 – 38)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	71	29	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)		77
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		13

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	3.0
National comparative data	5.1

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.4

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***

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*The usual table showing the test results for 7-year- olds has been omitted because there were too few pupils in the year group.*

## ***Attainment at the end of Key Stage 2***

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*The usual table showing the test results for 11-year- olds has been omitted because there were too few pupils in the year group.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	63
Any other minority ethnic group	0

*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)	4.5
Number of pupils per qualified teacher	17.1
Average class size	19

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

Total number of education support staff	2
Total aggregate hours worked per week	30

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	137,607
Total expenditure	137,084
Expenditure per pupil	1,904
Balance brought forward from previous year	2,280
Balance carried forward to next year	2,803

## Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	29
Percentage of questionnaires returned	54

## Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	45	0	0	0
My child is making good progress in school.	48	45	7	0	0
Behaviour in the school is good.	41	59	0	0	0
My child gets the right amount of work to do at home.	45	41	14	0	0
The teaching is good.	55	34	7	0	4
I am kept well informed about how my child is getting on.	38	59	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	3	0	0
The school expects my child to work hard and achieve his or her best.	55	41	3	0	0
The school works closely with parents.	55	45	0	0	0
The school is well led and managed.	48	38	7	4	4
The school is helping my child become mature and responsible.	48	38	7	0	7
The school provides an interesting range of activities outside lessons.	24	66	10	0	0