

INSPECTION REPORT

**ST OSWALD'S WORLESTON CE PRIMARY
SCHOOL**

Worleston

LEA area: Cheshire

Unique reference number: 111266

Headteacher: Mrs Anita Ansell

Reporting inspector: Mrs Sheridan Earnshaw
11938

Dates of inspection: 5 – 6 November 2001

Inspection number: 195912

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:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Road Aston Juxta Mondrum Worleston Nantwich Cheshire
Postcode:	CW5 6DP
Telephone number:	01270 623826
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Janet Spibey
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Oswald's Worleston is a very small primary school three miles from the centre of Nantwich. The school serves the village of Worleston and other surrounding villages. A very small number of pupils travel to the school from Nantwich because of the school's good reputation. The area consists of predominantly private housing and there is also a mixture of council owned and rented properties. There are currently 43 pupils on roll. The number of pupils has fluctuated slightly in the last five years but is likely to remain around the same figure in the foreseeable future. Pupils are taught in two classes. Junior pupils are taught in one class in the school building, whilst reception and infant pupils are housed in a temporary classroom. Two per cent of pupils have free school meals which is below the national average. There are currently six pupils registered as having special educational needs, which is below the national average. Two of them have statements which is above the national average. The majority of pupils who have special educational needs have specific learning difficulties in literacy and numeracy. At present there are no pupils who speak English as an additional language in the school. Children enter reception in the September in the year in which they are five. Most children have had some pre-school experience before they come to the school. On entry, their attainment is above average overall. During the inspection the teacher who teaches the reception and infant pupils was absent due to illness and a temporary teacher was teaching the class.

HOW GOOD THE SCHOOL IS

St Oswald's is an effective school which provides its pupils with a good standard of education so that they leave the school in Year 6 attaining well above average results. Pupils have excellent attitudes to their work and are enthusiastic learners. The teaching is very good in the junior class. The quality of teaching is unsatisfactory for reception children and satisfactory for infant pupils and as a result their progress varies. The school is well managed by the headteacher who is supported effectively by the governing body. Good strategies are in place to promote equal opportunities for all the pupils. The funding provided for the school is spent efficiently. Pupils' high achievement by the time they are 11 indicates that the school gives good value for money.

What the school does well

- Pupils attain well above average standards in literacy and numeracy by the time they leave the school in Year 6.
- Teaching is very good in the mixed aged junior class, which contributes well to effective learning.
- Pupils develop very positive attitudes and make excellent progress in their personal development.
- The school is well led and managed effectively by the headteacher and governing body, who have a strong commitment to continuous improvement.

What could be improved

- Standards in writing for the higher attainers by the end of Year 2.
- The teaching and provision of the Foundation Stage curriculum for children in reception.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997 the school has made very good improvements and standards in English, mathematics and science have risen significantly. The school has put in place effective yearly plans which develop appropriately as a rolling programme for both classes. Good schemes of work have been drawn up for English, mathematics and science which take extremely effective account of the needs of pupils in the mixed aged classes. Assessment procedures and recording systems have been introduced which clearly indicate how well pupils are attaining and they identify fully what the next steps for each pupil need to be. Although design and technology is being taught to all classes and is clearly

indicated in planning, there has not been a great emphasis on the subject as yet as the focus has quite correctly been on the core subjects of literacy and numeracy. There is now a financially viable school development plan which is clearly focused and which is sufficiently comprehensive. Although plans only cover one year there are some projections forward for the next three. All statutory policies are now in place and health and safety issues have been fully addressed. There is now a regular health and safety audit of the school by governors. The school is fully committed to and has a strong capacity for further improvement.

STANDARDS

Standards achieved by eleven-year-olds based on the latest National Curriculum tests for which there is comparative data are usually reported. As only a few pupils were tested, results are not published nor are comparisons made as small numbers make comparisons unreliable.

By the time pupils leave the school in Year 6 the majority have attained the expected level 4 over the last four years, whilst a large proportion have attained the higher level 5 in English, mathematics and science. Their results compare very favourably with similar schools. The school sets targets accurately based on their knowledge of individuals. As there are more pupils with special educational needs in the Year 6 group, standards may be slightly lower next year. Taking into account the results of national tests over the last four years, the schools' average for English, mathematics and science was above the national trend.

Pupils achieve very well and by the time they leave the school, they can read and review a wide range of books and can write well for different audiences and purposes. They have a good grasp of number facts and can apply them to different situations to solve problems. Their literacy and numeracy skills are transferred well to other aspects of the curriculum, such as writing about their local town in history or producing graphs in science. Pupils develop good scientific enquiry skills and can carry out investigations systematically. Overall pupils attain standards that are above average in English, mathematics and science.

When children enter the school at the age of five, although the range of attainment varies, the majority of children exceed the learning goals set for them. By the end of reception the majority have moved onto the National Curriculum. By the end of Year 2 the majority of pupils are attaining the expected level 2 or above in reading, writing and mathematics. In the last three years pupils attaining level 2 or above in reading and mathematics has been very high when compared nationally. However, in writing very few pupils have attained the higher level 3, as their writing is not descriptive or varied and many pupils have not learned how to develop a sustained piece of writing.

Pupils with special educational needs are identified quickly and they receive good support which consequently enables them to achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about their lessons and they enjoy all the learning opportunities they are offered.
Behaviour, in and out of classrooms	Excellent. Pupils behave well, they have very good manners and are polite to each other and to all adults.
Personal development and relationships	Excellent. Pupils show confidence and are more than willing to take on responsibilities around the school. They are considerate and mature in their relationships.
Attendance	Very good. Levels of attendance are very high and pupils arrive

	punctually.
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The school successfully promotes pupils' self-esteem and they play and work together well which contributes effectively to their achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	Satisfactory	Very 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.

Strong teaching is a very positive feature of lessons in the junior class in which there are four age groups. The teachers provide interesting and stimulating lessons which enthuse pupils to work hard. As a result pupils make good and often very good progress. Teaching of the skills of English and mathematics is very good. The national strategies for literacy and numeracy are planned extremely effectively so that all pupils, no matter what their ability, develop appropriate skills. Teachers assess pupils carefully so that they offer suitable activities on which they concentrate for sustained periods.

The teaching of infant pupils is satisfactory overall, but the teaching of reception children is unsatisfactory. This judgement takes into consideration the teaching seen during the inspection and from the scrutiny of work in pupils' books and teacher's planning, taking into account teaching carried out earlier in the term. Teachers plan lessons appropriately for infant pupils and the teaching is good in numeracy lessons, in which activities are particularly well matched to individual pupils' needs. However, in literacy lessons some younger infant pupils are provided with work that is too difficult and teaching is less effective. The teaching of writing is less well developed and higher attaining pupils are not given opportunities to extend their writing skills. Reception children are taught to read and write and recognise numbers. Often teaching does not reflect their age and ability and they are frequently provided with activities which are too difficult. They are not given opportunities to develop other skills such as physical and manipulative skills.

Generally the needs of all pupils are taken into consideration well but teaching does not always take into account the requirements of the youngest children. There are no pupils with special educational needs in the infant and reception class but for those in the junior class good provision is made and work is provided which enables them to overcome their difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school provides a broad curriculum. There are interesting learning opportunities particularly in the junior class. The curriculum for reception children is unsatisfactory and does not take into consideration the needs of children under the age of five.
Provision for pupils with special educational needs	Good. Pupils have full access to the curriculum and they are provided with additional support which helps them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for moral and social development is excellent. The provision for spiritual and cultural development is good. Pupils learn about their own culture but there is less emphasis on cultures other than their own.
How well the school cares	Good. The school is a very caring community and knows its pupils well.

for its pupils	Their welfare and health and safety are given a high priority.
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Children in reception are often provided with the curriculum for infant pupils, which is too hard for them to understand. There are few opportunities for them to take part in structured activities which relate to the areas of learning in the Foundation Stage curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher offers strong leadership and has a clear vision for the development of the school. She knows individual pupils well and is fully committed to maintaining the high standards achieved.
How well the governors fulfil their responsibilities	Good. The governing body offers effective support and has a good understanding of what the school needs to do to improve.
The school's evaluation of its performance	Good. The school uses the information provided to it well to benefit all pupils and this has a positive impact on pupils' achievement.
The strategic use of resources	Good. Financial planning is good and spending decisions are based on how they will affect pupils' learning.

The spending decisions made by the school are closely monitored by the headteacher and governing body as to how they represent value for money in terms of pupils' education. For example, literacy support assistants have been invaluable in supporting different groups of pupils in literacy lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Their children are expected to work hard. • The school promotes good behaviour and positive attitudes. • The teaching is good and their children are making good progress. 	<ul style="list-style-type: none"> • Some parents are not happy about the amount of homework the school sets. • Many parents feel that the range of after school activities is too narrow. • Parents at the meeting were not happy about the information they received about how their children were getting on.

Inspectors share the parents' positive views of the school. A reasonable range of activities outside lessons is provided for a school this size. The school is looking at a more effective arrangement for the provision of homework. Inspectors would agree that parents do not receive regular newsletters at present about what is being taught and school reports do not focus on targets which indicate how their children could improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well above average standards in literacy and numeracy by the time they leave the school in Year 6.

1. Children in reception learn the basics of reading, writing and number. All are able to write a simple sentence with support and their handwriting is starting to become well formed. They recognise numbers to 10 and they are able to match simple shapes. Their speaking and listening skills are good and they are able to hold a lengthy conversation. They listen carefully to stories or when someone is talking to them.
2. Pupils' progress continues very well in numeracy in the infants and pupils develop knowledge of numbers to a 100 and their understanding of place value is good. They can transfer their skills of addition and subtraction when applied to money and they begin to estimate measurements accurately. Pupils' reading skills are good, they can read fluently and they have favourite books and authors. They are able to discuss the books they have read and describe the characters in them. Their progress in writing fluctuates. Many can spell difficult words correctly, whilst lower attaining pupils spell common words and make good attempts to spell the more difficult ones. The majority of pupils write neatly and use a variety of punctuation, such as question marks and full stops, which are usually placed correctly at the end of a sentence. However, their writing does not develop as extensively as it could do.
3. Between Year 3 and Year 6 pupils make very good progress in literacy and numeracy. When they take the national tests in Year 6 the majority of pupils attain results in English and mathematics that are well above average nationally and better than pupils in similar schools. Pupils achieve very well in relation to the skills they had when they joined the school.
4. By Year 6, all pupils are articulate and can express themselves very well. They are able to discuss a variety of subjects with adults and give their opinions. They are able to put forward arguments which are valid and persuasive. For example, they can argue both for and against 'children being able to stay up until 10 o'clock.' They analyse stories they have read very well and most produce detailed book reviews in which they clearly express their views about the characters and their enjoyment or dislike of the story. They choose a variety of books to read both from the school library and the travelling library that visits the school. When writing, the higher attaining pupils spell more complex words correctly such as 'invincible' or 'reversible'. Their stories and poems are vividly detailed and interesting and they are able to put their ideas into descriptive prose. When writing about 'anger' one pupil wrote, 'if anger was a flower it would be a liana crushing my bones and squeezing my last breath out of me.' This is a typical example of the writing of the year group. Pupils with special educational needs spell most words correctly and they can write stories clearly and produce information pieces well, such as giving directions for a journey. Whilst these pupils understand the fundamental structure of writing and punctuation, higher attaining pupils can attempt more complex tasks such as changing direct into reported speech. All pupils are able to transfer their writing skills when writing in other subjects.

5. The majority of pupils have a good grasp of number facts by the time they leave the school and they are able to manipulate numbers well to solve problems. Higher attaining pupils understand place value when using decimal points and they are able to find equivalent fractions. They understand the idea of 'rounding up' numbers when adding two numbers together and can suggest different strategies when multiplying large numbers such as 23 multiplied by 25. Pupils can double numbers quickly and higher attaining pupils manage to double three digit numbers whilst pupils with special educational needs pupils use similar strategies but with smaller numbers. Pupils of all abilities are able to make calculations mentally. All pupils are able to draw and interpret a variety of graphs and can measure the angles of different shapes.
6. Teachers provide opportunities for pupils to apply their mathematical skills to a range of situations, and pupils of all abilities feel confident in their understanding of mathematical concepts to be able to put forward their ideas about the strategies they have used. This helps pupils to apply their skills to a situations related to everyday life.
7. Good use is made of information and communication technology in both literacy and numeracy lessons. For example, in literacy pupils write stories on the computer and attach relevant pictures and can put text onto the computer to which they add speech marks. In mathematics they are able to provide a variety of graphs when compiling information.

Teaching is very good in the mixed aged junior class, which contributes well to effective learning

8. The quality of teaching in the mixed aged junior class is very good. This is because of the tremendous amount of expertise that goes into the planning of all lessons. The planning for literacy and numeracy especially takes full account of the different needs of individual pupils and matches their abilities with activities that are not only suitable but challenging. Teachers have overcome the difficulty of planning for such a wide range of ages and ability in one class very well. They have devised a rolling programme of lessons for literacy which focuses on the programme for different age groups at certain times in the week, and which covers the whole of the strategy over a four year period. In numeracy lessons, planning takes account of what needs to be taught to each year group each term and mathematical ideas are then planned which consider each pupil's knowledge and skills. Each teacher takes responsibility for teaching different aspects of literacy and numeracy. For example, one teacher covers fiction and the other non-fiction in literacy, and in numeracy one has responsibility for the four rules of number whilst the other covers shape, space and measurement. This approach is working extremely effectively. Lessons build progressively and pupils' skills and knowledge develop very well.
9. Teachers have very good relationships with pupils and they encourage them to do well. Pupils recognise that they have the teacher's full support so that they are confident to put their ideas forward or ask when they do not understand. Teachers regularly discuss their work with them, and when marking work they offer suggestions as to how pupils could improve. This effectively helps pupils to build on their learning. When asking questions of the whole class, teachers skilfully plan questions which target different groups of pupils, so that all pupils are asked questions which they are capable of answering. Teachers create a very calm working atmosphere in classrooms. Consequently pupils concentrate and cover a lot of ground during lessons. Pupils know that they are expected to work hard and complete the tasks they have been set. They try very hard to meet the expectations of their teachers.

10. During lessons teachers work hard to ensure that they spend time with each group of pupils. They put in a great deal of energy, swiftly moving from one focus group to another, quickly addressing the next steps that the group needs to move onto by teaching suitable knowledge or skills. The pace is very good and teachers ensure that lessons are stimulating and interesting. In a numeracy lesson the teacher spent time with a group of Year 5 and Year 6 pupils teaching strategies for multiplying large numbers easily. She then focused on the younger pupils and those with special educational needs and taught them simple ways of doubling numbers. A further focus was on a lower attaining group who were looking at ways of doubling the two times table to find the answers to the four times table. She then moved back to the initial older group to set a further problem for them to solve. All the teaching in the lesson was clearly focused on each group of pupils and enabled them all to make good progress by the end of the lesson. Teachers carefully monitor each pupils' progress and use the information when planning further lessons.
11. Although teachers teach the initial knowledge and skills, other adults such as literacy assistants and special needs assistants work alongside pupils offering good support. There is also a capable voluntary helper who comes regularly to assist in the classroom. All adults know what they are expected to do with groups or individuals and their support is invaluable when questioning and helping pupils to progress at a good rate.
12. Teachers provide an interesting range of resources for pupils to use and pupils gain a good insight into using a wide variety of materials. In an art and design lesson pupils were provided with modroc (a type of plaster) to make Aztec masks which they were shown how to use. They were taught that they needed to work quickly before the modroc set, and they then went on to decorate their masks, producing highly colourful artefacts. They are taught how to handle pieces of equipment in the correct way. In a science lesson they were provided with funnels and different materials for filtering sand and water. They were shown by the teacher how to use the filters and proceeded to carry out a careful investigation.
13. A strength of the teaching is the knowledge that teachers have about each pupil and how consideration is given to getting the best from each one. The mutual respect that teachers and pupils have for each other makes a positive contribution to each pupils' achievement and is an admirable characteristic of St Oswald's.

Pupils develop very positive attitudes and make excellent progress in their personal development

14. Pupils enjoy their lessons and approach any work planned for them enthusiastically. They readily accept challenges set for them and concentrate on tasks very well. For example, pupils in Year 5 and Year 6, including a pupil with special educational needs, when asked to solve a difficult number problem tried very hard to find the correct answer. They take great pride in their work and this is reflected in their books, where most work is set out neatly, particularly in their 'best work' writing books. They are very interested in acquiring new knowledge and skills. This was evident when Year 3 and Year 4 pupils found out how to separate different materials by sieving or using magnets in a science lesson. They clearly enjoyed the lesson, they used the equipment provided for them very well and were excited by what they had found out. Pupils listen and follow instructions carefully and pay attention when another person is talking to them, either the teacher, support assistant or another pupil. The majority are keen to answer questions and readily put forward their ideas. This enthusiasm for learning is reflected in the standards they attain by the time they leave the school.

15. Pupils develop mature attitudes to school and to each other. This stems from the family atmosphere in the school where pupils are made to feel secure and where their individual ideas and thoughts are valued and their self-esteem is raised. Their behaviour in and out of school is exemplary. A letter from the local gym visited by the school identified them as being exceptionally polite and well behaved. Pupils with special educational needs are made to feel equally as important as their peers and they recognise and value the extra help they are receiving. One pupil who is on the special needs register told of how his confidence and his work had improved because of the support provided by his teachers.
16. Pupils help and support each other and older pupils frequently help younger ones. Playtimes and lunchtimes are happy occasions where pupils talk to one another and play football or skipping in small groups. In lessons they work cooperatively, such as on the computer or when Year 2 pupils worked in pairs using a number square for counting. They are good at working independently and teachers know that if they ask pupils to carry out a task it will be done efficiently. Reception children in the Foundation Stage of learning are given regular opportunities to work and share together which they do so very well.
17. Responsibilities are taken on by most older pupils and they carry them out carefully. There are Road Safety and Re-cycling Officers who organise quizzes and games for other pupils and give advice. Other pupils have responsibilities for moving chairs and tables, clearing up at lunchtime or collecting money for snacks at playtime. Even younger pupils enjoy being given responsibilities for tidying up or taking registers. This sharing of responsibilities is helping pupils to develop respect and mature and caring attitudes for each other.

The school is well led and managed effectively by the headteacher and governing body, who have a strong commitment to continuous improvement

18. The headteacher was new to the school immediately prior to the previous inspection. During that time the school has moved forward considerably. The attainment of pupils by the end of Year 6 has improved in English, mathematics and science and most pupils leave the school with attainment that is above and often well above that expected nationally. This rate of improvement has been effectively maintained over the last four years. All the key issues from the previous inspection have been successfully addressed and there is a good range of documentation in place to assist planning and teaching.
19. The headteacher provides strong leadership and has a clear sense of direction. There is a carefully set out school development plan which highlights the areas for development. These are fully costed and matched to criteria for success. The document is clearly focused and although it only covers one year in detail, projects forward for the next three. The headteacher is fully aware of the needs of the school and recognises the need to meet the requirements for improving the curriculum for the youngest pupils.
20. Individual pupils' attainment is tracked carefully as they move through the school and this provides useful information for grouping pupils and offering further support such as booster classes prior to national tests. The monitoring of teaching has recently begun but has not yet been fully developed. The headteacher has attended recent courses which have enabled her to improve her monitoring skills.

21. The governing body is fully supportive of the school and works closely with the headteacher. It has a shared sense of purpose and recognises the need to monitor the school's achievements. Committees meet regularly to discuss school issues. Governors have a good understanding of the principles of best value and how this relates to standards attained by pupils. The governing body takes advice on spending from the Local Authority and has used this advice productively to introduce literacy support assistants for example. Governors are regular visitors and know the steps the school needs to take in order to improve further.

WHAT COULD BE IMPROVED

Standards in writing for the higher attainers by the end of Year 2

22. In the results of national tests over the last three years the majority of pupils in Year 2 attain the expected level 2 in writing. However, very few pupils attain the higher level 3. This is reflected in their work. Although pupils' spelling, handwriting and punctuation is generally good and they write stories which are descriptive, they do not necessarily develop their ideas fully. Stories start off well and include a variety of characters and settings but although stories might be sustained for some length the quality generally deteriorates and ideas are not kept going until the end. In the majority of cases stories are too short.
23. Pupils' writing is not ambitious or adventurous and is often very mundane. For example, they connect sentences frequently with the word 'and' instead of finding alternative, more interesting words. Pupils are not given opportunities to write in a variety of ways, for example, poetry, letters, or speech, and therefore do not develop knowledge of a variety of styles. Teachers' marking of pupils' writing is often inappropriate in that comments reflect the 'good' or 'satisfactory' nature of the work but do not offer suggestions as to how the writing could be improved.

The teaching and provision of the Foundation Stage curriculum for children in reception

24. The children in reception are taught alongside infant pupils. In numeracy lessons, appropriate work is planned for them in order that they develop number skills. However, in literacy lessons they are often expected to do work that is too hard. For example, they are provided with worksheets that they cannot read or write words which they do not understand. They are often expected at the age of four to be able to keep up with the older pupils in the class. Although children have access to number and word games which assist their learning, there are no appropriate structured activities provided for them to move onto which would re-enforce their reading, writing and number skills. There is a small range of equipment in the classroom such as bricks, sand and construction toys, but children do not have regular access to them. There are no large toys for children to use in order to develop their physical skills. Children rarely have opportunities to work independently so that they can apply their knowledge and skills to a wide variety of tasks. The classroom environment is not as stimulating for the reception children as it could be, for example, there are no displays or words on view at their eye level. Overall planning does not reflect the areas of learning in the curriculum for the age group.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The headteacher, staff and governors should:

- (1) Raise standards in writing by the end of Year 2 by:
 - improving the range of writing;
 - extending pupils' writing skills;
 - marking work with suggestions for improvement. (paragraphs 2; 22; 23)

- (2) Implement the Foundation Stage curriculum for children of reception age and plan and teach activities which reflect each of the areas of learning. (paragraphs 19 and 24)

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	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	4	5	1	0	0
Percentage	0	29	29	35	7	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 seven 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)	N/A	43
Number of full-time pupils known to be eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	6

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	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0

National comparative data	5.2
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National comparative data	0.5
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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	3	2

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	2	2	2
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (85)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	2	2	2
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (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	1	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	1	1
	Girls	4	3	4
	Total	4	4	5
Percentage of pupils at NC level 4 or above	School	80 (100)	80 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	0	0	1
	Girls	3	3	4
	Total	3	3	5
Percentage of pupils at NC level 4 or above	School	60 (100)	60 (100)	100 (100)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	43
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	16.1
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	30

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.

Financial information

Financial year	2000/1
	£
Total income	151,372
Total expenditure	136,248
Expenditure per pupil	2,781
Balance brought forward from previous year	8,985

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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

Number of questionnaires sent out	43
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	59	0	0	0
My child is making good progress in school.	55	41	5	0	0
Behaviour in the school is good.	59	41	5	0	0
My child gets the right amount of work to do at home.	18	55	23	5	0
The teaching is good.	86	9	0	0	5
I am kept well informed about how my child is getting on.	50	41	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	5	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	32	59	5	5	0
The school is well led and managed.	45	45	9	0	0
The school is helping my child become mature and responsible.	59	36	0	0	5
The school provides an interesting range of activities outside lessons.	18	27	45	5	5