

# INSPECTION REPORT

**WINCLE CHURCH OF ENGLAND  
VOLUNTARY AIDED PRIMARY SCHOOL**

Macclesfield

LEA area: Cheshire

Unique reference number: 111326

Headteacher: Sheila Loughlin

Reporting inspector: Mrs S. M. Barnes  
16249

Dates of inspection: 24<sup>th</sup> - 26<sup>th</sup> June 2002

Inspection number: 196428

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 Aided
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Wincle Nr Macclesfield Cheshire
Postcode:	SK11 0QH
Telephone number:	01260 227 252
Fax number:	01260 227 308
Appropriate authority:	Governing Body
Name of chair of governors:	Canon Moir
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Wincle Church of England Voluntary Aided Primary School is much smaller than most schools, with just 24 boys and girls on roll, aged from four to eleven. The pupils are taught in two classes, one for reception children and pupils in Year 1 and 2 and the other for pupils from Year 3 to year 6. The school is situated in the small village of Wincle, five miles south of Macclesfield. The pupils, in the main, come from homes in the village and the nearby parishes of Wildboarclough and Macclesfield Forest, although some come from homes further away. All pupils come from homes where English is spoken as the first language and only eight per cent are eligible for free school meals, which is lower than average. There is a higher proportion of pupils with special educational needs than nationally, at just under a third. A far higher than average number of these have a statement of their need, (12 per cent). These statements are for a range of different needs. Due to the size of the school and the low numbers in each year group, there are significant differences in the attainment of different years. Attainment on entry covers the full range, but overall it is average. Because of the low numbers, the results of National tests are not published in order to protect pupil confidentiality.

The school has undergone many changes since the previous inspection. All of the teaching staff have been appointed since then and are new to the school. There has been a great deal of discontinuity in the leadership of the school, due, in the main to the ill health and subsequent retirement of the previous head teacher, followed by a period of about a year when the school had eight acting head teachers for varying lengths of time. The current acting head teacher has been in post for just over six months.

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

This is a school with many strengths, that currently provides a satisfactory quality of education for all its pupils. Over time, some pupils, particularly in Years 3 to 6, have not made the gains in their learning that they were capable of, but currently these older pupils are now making very good progress and are likely to attain standards broadly commensurate with their ability. The quality of teaching and learning is satisfactory overall for children in the Foundation Stage and in Years 1 and 2. At Key Stage 2 teaching is now very good overall. The leadership by the acting head teacher is very good and she has brought about substantial improvement in a very short time. However, some of these changes have not yet had time to impact fully on standards. The school now provides satisfactory value for money.

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

- The leadership of the acting head teacher is very good and has resulted in significant improvement in recent months.
- The quality of teaching and learning in Years 3 to 6 is very good overall. It is always at least good and frequently very good.
- The provision for pupils' spiritual, social and cultural development is good. Provision for their moral development is very good.
- Links with parents are very good and they have positive opinions of the school.
- Provision for pupils with special educational needs is good and they make good progress towards their learning targets as a result.
- The curriculum is enhanced by a good range of extra curricular activities and visits. The school makes good use of the environment and also of information and communication technology to widen pupils' learning opportunities.

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

- Standards in writing are not as high as they could be.
- The curriculum for the Foundation Stage provides insufficient opportunities for children to develop fully their creative, imaginative and physical skills, and responsibility for their actions.

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

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

The school has made a good level of improvement, and particularly in the last six months, since it was last inspected in 1996, and judged to be providing unsatisfactory value for money. At that time the efficiency and management of the school were judged to be requiring substantial improvement. The leadership and management of the school is now good overall and the leadership of the acting head

teacher is very good. This has had a significant impact in raising standards throughout the school. Tracking and target setting systems have been introduced and used to monitor the progress each pupil makes. There has been a substantial improvement in teaching in Years 3 to 6 and it is now very good and matched well to the needs of pupils of different ages and their prior attainment. The school behaviour record book shows that behaviour had deteriorated and at the time of the appointment of the current acting head teacher there were frequent incidents of inappropriate behaviour by a minority of pupils. Circle time and a code of conduct have now been introduced and consistently applied. As a result, behaviour throughout the school is good. Schemes of work have been produced and the curriculum planned so that all pupils from Years 1 to 6 receive their entitlement to a full and rich range of learning opportunities. There has been a very good level of improvement in the school's dialogue with parents, since the time of the previous inspection, when the school's partnership with parents was judged to be ineffective. Parents now have very positive opinions of the school and are actively involved in school life through homework, helping in school and social and fundraising events. The school has redefined its aims, the prospectus has been rewritten and these have been shared with parents and the community.

## **STANDARDS**

In order to protect pupil confidentiality, it is not possible to publish the results of national tests due to the small size of each year group nor to make an accurate comparison of the trends in standards since the last inspection. At present, pupils in Years 1 and 2 make satisfactory progress overall in most areas of the curriculum and are likely to attain standards in reading and writing that are broadly average by the end of Year 2. Children in the Foundation Stage do not make the progress they could in some areas of creative and imaginative work and some aspects of physical development, due to the emphasis in the class on the curriculum for pupils in Years 1 and 2. However, they are likely to achieve the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and personal and social development. In Years 3 to 6, scrutiny of work in books, and analysis of assessment data indicates that some pupils had been making unsatisfactory progress over time, particularly in English, mathematics and science and were not attaining the standards of which they were capable. This situation has now been rectified in recent months and there is a clear and significant improvement in the quality of pupils' work and also of their presentation and attitudes. By the age of 11, pupils are now likely to achieve the standards of which they are capable in most areas, in line with those attained nationally in English, mathematics and science. Targets are now set for each pupil based on a realistic but challenging analysis of their work and prior attainment. However, over time, pupils have not been taught writing skills in a sufficiently systematic and progressive manner and despite much recent progress, standards in spelling, handwriting and extended writing are not as high as they could be. The school is aware of this and has outlined further work on this in the development plan. Pupils with special educational needs attain standards commensurate with their ability.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes to the school and to their work. They listen carefully to their teachers and pay attention in lessons.
Behaviour, in and out of classrooms	Behaviour throughout the school is good. Pupils are polite and respectful. Sometimes behaviour in Years 3 to 6 is very good. Pupils understand the school rules and are beginning to take responsibility for their actions.
Personal development and relationships	Pupils' personal development is good. Older pupils develop initiative and take responsibility in their learning. Relationships are good.
Attendance	Attendance is satisfactory.

## TEACHING AND LEARNING

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

From the scrutiny of work and observations of lessons, the quality of teaching is very good at Key Stage 2 and pupils are making very good gains in their learning as a result. Work is very well matched to the needs of each pupil for Years 3 to 6, and teachers make very good use of time to ensure that instructions are clearly understood and that each pupil has good opportunity to evaluate and recap on their learning at a level appropriate to their age and ability. The quality of teaching and learning for children in the Foundation Stage and those in Years 1 and 2 is satisfactory overall. However, children in the Foundation Stage sometimes spend too much time sitting and listening and too little time engaged in active learning experiences.

The teaching of literacy and numeracy is sound in Years 1 and 2 and it is very good in Years 3 to 6. Teachers throughout the school make good use of the good information and communication technology resources to make lessons interesting. Throughout the school, teachers manage pupils’ behaviour well. They have appropriately high expectations of pupils’ response and behaviour and this has a positive impact on standards. The teaching of pupils with special educational needs is particularly good. They are well supported in their learning by effectively deployed classroom assistants. As a result, they make good progress towards their learning targets.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is good overall. The quality of the curriculum for children in the Foundation Stage is satisfactory, but these children spend too much time sitting and listening to adults and too little time engaged in active learning experiences. The quality of the learning opportunities for Years 1 to 6 is good. The appropriate statutory curriculum is in place. In addition, all pupils take part in at least one extra curricular activity. The school takes care to ensure that all pupils are fully included in lessons and in social and extra curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and as a result they make good progress towards their learning targets.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	The provision for pupils’ personal development is good. The provision for their spiritual, social and cultural development is good, and for their moral development it is very good.
How well the school cares for its pupils	The school cares well for its pupils. Child protection procedures are in place and are good. Procedures for monitoring pupils’ academic and personal development are good.

The school works very effectively with parents, providing them with good information about how their children are progressing. Parents have very high opinions of the school and support it well. The school effectively promotes racial equality.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the school by the acting head teacher is very good and has led to significant improvements in recent months.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities appropriately. Statutory requirements are virtually all met and governors have a suitable understanding of the strengths of the school and the areas for improvement.
The school's evaluation of its performance	The school has set up effective systems to monitor performance and take action to improve standards.
The strategic use of resources	Good. Resources including equipment and staffing, as well as grants and other funding, are used effectively to raise standards. The principles of best value are applied effectively.

## 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>Parents say their children like school. Behaviour is good and they make good progress in their learning.</li> <li>The school is well led and managed and teaching is good. Many parents expressed the view that the leadership of the school had greatly improved in recent months.</li> <li>Parents feel well informed about how their children are getting on and say they would be comfortable approaching the school with questions or a problem. They say that there have been great improvements in this area of late and that the school works closely with them.</li> <li>Parents feel that the school helps their children to become mature and responsible and that as a result pupils work hard to achieve their best.</li> </ul>	<p>There were no significant numbers of comments about areas that parents would like to see improved, although a few parents would like more extra curricular activities.</p>

The team agrees with most of the positive views of parents. The quality of teaching is satisfactory in the Foundation Stage and Years 1 and 2, and is very good in Years 3 to 6. This results in pupils making satisfactory progress in the youngest class and currently very good progress in Years 3 to 6. Considering the very small size of the school and the fact that every pupil takes part in at least one activity after school, the provision of extra curricular activities is good.

## **PART B: COMMENTARY**

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

**The leadership of the acting head teacher is very good and has resulted in significant improvement in recent months.**

1. The leadership of the acting head teacher is very good. Since her appointment she has worked effectively with all staff and governors to provide stability and a sense of common purpose, and to resolve the issues raised at the time of the previous inspection. Following a long period of instability, this has led to a renewed sense of optimism in the school and amongst the governing body.
2. The school development plan sets clear targets for improvement and was formulated in consultation with parents, teachers, non-teaching staff and governors. The acting head teacher has led the school in establishing an effective behaviour policy and a policy for the personal and social development of the pupils and in implementing them effectively throughout the school. Links with parents have been enhanced, including a home and school agreement, so that they are fully involved in and informed about their children's progress. Regular staff meetings are held to discuss areas for further improvement, and means to attain these, and full minutes are kept of these meetings. The quality of teaching and learning has been significantly improved with the acting head, herself demonstrating best practice in the classroom by teaching the older pupils for an appropriate part of each week. Monitoring systems have been developed so that assessment is formalised and the data gathered is now used effectively to track the progress of individual pupils and to set challenging targets for their learning. Teaching and learning is monitored effectively and performance management systems are being developed well and are having a positive impact on standards.

**The quality of teaching and learning in Years 3 to 6 is very good overall. It is always at least good and frequently very good.**

3. The quality of teaching and learning in Years 3 to 6 is very good overall and has led to a significant improvement in standards. Teachers ensure that lessons are very well planned to meet the needs of pupils of each year group and of all levels of prior attainment. Lesson introductions are brisk, clear and to the point. Sessions for pupils to discuss and evaluate their work are planned so that pupils of differing ages and attainment take part in discussions that are particularly relevant to the work they themselves have done. As a result, pupils spend as much time as possible in active learning and do not have to sit for prolonged periods while other groups are given their instructions. This was particularly the case in a science lesson based on separating materials, where the teacher managed the lesson with two separate plenary sessions, for different groups of pupils, and also in an English lesson, when the teacher discussed drafting improvements with different groups.
4. Teachers use assessment information very effectively to set realistic yet challenging and interesting targets for individual pupils. Learning support assistants and volunteers are very well informed about the targets for each lesson and make a very positive contribution, supporting all pupils, including those with special educational needs, very well. Good opportunities are planned for pupils to develop initiative in their learning and to develop their investigational skills, such as when they developed their own formulae for solving problems in a mathematics lesson, or planned their own methods to separate solids from liquids in science. Because of the very good pace of lessons and the high levels of challenge, pupils remain on task for prolonged periods. They maintain high levels of concentration and are highly motivated. As a result, they make very good progress and have good attitudes to their work. This is not only apparent in lessons but also in the greatly improved quality of the work they do in their books and the care pupils take in presenting it neatly. They are proud of their work and are developing good levels of self-esteem.

**The provision for pupils' spiritual, social and cultural development is good. Provision for their moral development is very good.**

5. All staff work very hard to provide a clean, attractive environment that sets the tone for the high standards the school sets. The ethos of the school is enhanced by the good standard of display of pupils' work and of high quality artefacts that illustrate the topics that are being taught, such as those about Ancient Egypt. This provides good opportunities for pupils' work to be acknowledged and the achievements and quality celebrated by all. It has a positive impact on pupils' spiritual, social and cultural development. Assemblies make a very positive contribution to pupils' spiritual development. Teachers and governors set the scene carefully with tasteful use of music and artefacts, such as a model of the cross and candles, all of which helps pupils to enter into assembly time with reverence and thoughtfulness. They are given good opportunities to reflect and to experience awe and wonder, for example at the feats of bravery of people they know. Cultural development is effectively supported by such activities as the "Banners in the Forest", which the school took part in with other local schools and in the pupils' writing and reading of poetry. All pupils have good opportunities to learn about the music and art of different cultures, for example, in work linked to religious education and also when making "Gum Boot Music" with a visiting artist. A visiting acting group also worked in school for the day, which extended pupils' appreciation of drama. Good opportunities are given in assemblies for pupils to listen to and take part in live music of different styles when, for example, a teacher plays her piano accordion, or a member of the village visits to play the piano.
6. Provision for pupils' moral development is very good. Relationships throughout the school are good. All staff know the pupils well and set good examples of respect and tolerance. Procedures to ensure appropriate behaviour are very effective. Pupils are provided with good, clear messages about the standards of behaviour that are expected of them. Individual targets for improvement of behaviour are kept in registers, so that all staff know them and are consistent in the messages they give. There is good reinforcement of acceptable behaviour and, when pupils forget, firm, calm reiteration of what will not be tolerated. Pupils develop good self-images as a result and are developing high levels of self-esteem. Circle time is used very effectively, particularly with the older pupils, to develop their understanding of the need to respect the views of others. Issues are discussed which allow them to further develop their understanding of right and wrong and to see that there may be valid reasons both for and against a particular point of view. As a result of this provision, pupils make very good progress in their moral development and behaviour in and around the school is good.

**Links with parents are very good and they have positive opinions of the school.**

7. At the time of the previous inspection, there was some dissatisfaction in the links that school had with parents. The school had procedures to promote partnership with parents, but these were judged not to be working effectively.
8. There has been a significant improvement in this area. Parents currently have very positive opinions of the school, and these were apparent both in their questionnaire responses and also in discussions before and during the inspection. The home and school agreement and the good quality of information parents receive about the progress their children make, enables them to be fully and actively involved in their work at home and in the school. An effective homework policy is in place and homework is set regularly with an efficient timetable established. As a result, parents know what their child is required to do and when they are required to do it. Teachers link the homework they set very effectively to the pupils' current learning targets and so it makes a very positive contribution to pupils' learning and the progress they make.
9. Written reports about pupils' work, open evenings for discussions with parents, as well as informal chats, result in them feeling that they are provided with clear, relevant information from the school and are told all they want to know about their children's progress. Parents say they would feel very comfortable to approach the school with a question or a query and they believe the school takes their opinions very seriously.

10. On occasion, parents' individual areas of expertise are used effectively to enhance the learning of all pupils. For example, a parent who is a vet visited the school with her dog and this provided an interesting and enjoyable addition to the topic on animals, which the pupils were engaged in at that time. Parents help with trips and support on residential visits. They also make a very positive contribution to school through fund-raising and social events.
11. Induction into the school for children who attend the nursery, which shares the site, is good. Parents have regular opportunities each week to bring their children into the Reception class, where they meet the teachers and support staff and learn about some of the routines. This gives the children a good start to their time in main school, and enables parents to feel confident that they can talk to their children about what will happen. Similarly, parents are very positive about the support and help given to them and their children when transferring to another school at eleven. They feel that every effort is taken to ensure that their child will feel relaxed and happy about the move and that they are given opportunity to establish friendships with other children who will be going to the same school.

**Provision for pupils with special educational needs is good and they make good progress towards their learning targets as a result.**

12. The school provides a good quality of education for pupils with special educational needs. Individual education plans are carefully written and provide realistic, but suitably challenging targets for the next stage of each pupil's learning. These targets are incremental, building on previous work and are known by all staff. Care is taken to ensure that pupils have adequate support in all lessons, as well as suitable opportunities to raise self esteem and celebrate success. Good use is made of praise when targets are met. Learning support assistants are well deployed and knowledgeable and provide effective and discreet support for the pupils in their care. The school makes effective use of the knowledge and support provided by outside agencies, including their advice and training and support in the teaching of pupils with statements of specific learning difficulties. Parents of pupils with special educational needs are suitably involved in all stages of discussions and planning of the programme for their child. As a result of this good work, the teaching and achievements of pupils with special educational needs is always at least good and they make good progress towards their academic and social targets. They are integrated well into all school activities, including the after school club and at playtimes.

**The curriculum is enhanced by a good range of extra curricular activities and visits. The school makes good use of the environment and also of information communication technology to widen pupils' learning opportunities.**

13. The school makes good use of opportunities to enhance and enrich the curriculum, making learning exciting. Every pupil takes part in at least one extra curricular activity after school each week, which extends and enhances their sporting skills, and there are plans to develop more clubs of this sort. Good opportunities are provided for pupils to learn through outdoor and adventurous activities and to take part in practical observations and investigations on trips and residential visits. In addition, teachers make good use of the good range of resources the school has for information and communication technology and the very high levels of expertise of the co-ordinator, to maximise opportunities to use computers to support work in lessons across the curriculum and to make learning memorable. For example, in the class for the youngest pupils, a floor-moving robot is used to help pupils' understanding of map-work and of science. In the class for the oldest pupils, the electronic microscope was used very effectively for them to look at the structure of the fibres in different types of cloth. It enabled them to then use this knowledge in their evaluations of each material's potential to sieve solids from a liquid. The pupils were filled with awe at the highly magnified view, and explained with excitement to their teacher how the threads in a pair of tights looped up and down. This had a very positive impact on their interest and learning in the lesson as well as making a very positive contribution to their spiritual development. On occasion, visiting speakers talk to the pupils about aspects of the curriculum. For example, one visitor spoke about his beliefs and some of the different thoughts on baptism. On another occasion, a speaker dramatically demonstrated differences in temperature and how they affect life on earth. All of these additions to the curriculum extend and enhance pupils' learning very effectively.

## **WHAT COULD BE IMPROVED**

### **Standards in writing are not as high as they could be.**

14. The leadership of the school is fully aware that standards in writing are not as high as they might be. Over time, pupils have not been involved in sufficient discussion before starting writing tasks and have not always been clear of the criteria they need to meet to attain higher standards. Work had not been systematically undertaken to extend the range of vocabulary used or the length of sentences. Often pupils copied spellings out many times, even when they were already capable of spelling them correctly. Too little emphasis was placed upon pupils acquiring understanding of the patterns that govern spelling and their exceptions or in developing interest in word meanings and derivations. Insufficient use was made of assessment of pupils' progress to set challenging targets for improvement. As a result, many pupils, particularly in Years 3 to 6, made insufficient progress in developing writing skills.
15. The recent audit of standards undertaken by the acting head teacher highlighted this as an area for development. It is now noted as an area for improvement on the school development plan. The literacy strategy has now been fully implemented throughout the school. Pupils are now making satisfactory progress in developing their writing skills in Years 1 and 2 and very good progress in Years 3 to 6. Few pupils, as yet, attain higher than average standards by the end of Year 2 and most pupils attain average standards. Their spellings usually follow phonetic patterns, but are sometimes incorrect. Pupils frequently still reverse letters and are not confident to write extended pieces of their own volition. Writing for a range of purposes is now being developed throughout the school and pupils in Years 3 to 6 are being taught how to set out a story and to consider plot, character and setting. They are learning about the careful choice of words and the use of telling phrases to make their writing appealing to a wider audience. Good use is being made of word processing to draft and refine writing. However, pupils have not yet had many opportunities to put their new skills to use in extended pieces of writing.
16. Handwriting and presentation of work of the oldest pupils has been given too little emphasis in the past and until recent months there has not been sufficient emphasis on developing a clear, neat and regular hand. Standards have improved dramatically recently, but are still not as good as they could be.

### **The curriculum for the Foundation Stage provides insufficient opportunities for children to develop fully their creative, imaginative and physical skills, and responsibility for their actions.**

17. The school has acknowledged the need to develop an outdoor area, near the classroom, so the children can move spontaneously between indoor and outdoor activities. Currently the school has a large and attractive climbing and free play area, but the need for supervision, as it is a considerable distance from the early years classroom, means that the whole class goes down to it together for fifteen minutes each afternoon and so for a large part of the day it stands unused.
18. In addition, the reception children are taught in a class with Year 1 and Year 2 pupils and the focus of some lessons tends to be towards the national curriculum, for the whole class. Children in reception have appropriate opportunities to work at all six areas of learning for children under five, but the balance of lessons results in too little time being given to creative, imaginative and physical development. Too much time is spent in sitting and listening to adults and following directions and the youngest children have too few opportunities to make choices about activities and to develop responsibility for their actions. For example, in one lesson there was appropriate planning of activities for young children, but they were required to sit with the whole class for the introduction, which went on for too long for the youngest children to remain interested and attentive. Adults in the reception class plan a range of activities, both indoors and out for the children to take part in, but due to the need to consider safety aspects, too few of these are planned or initiated by the children themselves. Teachers plan to use good high quality and attractive resources for the children to make models with, but as lessons need to be summed up for pupils in Years 1 and 2, they do not always give the youngest children sufficient time to explore and research their ideas or to experiment and bring their own ideas into the creative act. Children do not have sufficient opportunity to integrate their thoughts and observations into their

work to create something new. They do not spend enough time participating actively in learning experiences. They do not have enough regular opportunities to develop independence or to take responsibility for their learning. The insistence, on occasion, that children fold their arms, sit up straight and put up their hands to speak, even when in a very small group, tends to break the flow of animated discussions.

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

The school has made a good level of improvement in recent months. In order to raise standards further, the school and the appropriate authority should :-

1. Continue with the planned development of writing skills throughout the school, ensuring that the literacy strategy continues to be fully implemented and using assessment of pupils' progress effectively so that that the targets pupils are set continue to be relevant and challenging.
- 2.a) Develop clear planning systems in all six areas of the curriculum for the Foundation Stage, linked to the "stepping-stones", for development and previous assessments of each child's attainment. Involve all staff that work with these children, so that they ensure that daily opportunities for children to explore and experiment are maximised.
- b) Enable children in the Foundation Stage to learn to make choices of which activity to undertake, by developing an outdoor area that is accessible and equipping it so that creative, imaginative and physical learning activities are available daily, for them to select and put away.
- c) Establish clear routines and boundaries so that children know what is expected of them. Ensure that they are given opportunities to develop responsibility for their actions, so that they do not need to be under such direct supervision for each activity, thus freeing adult time to move between groups to support and extend language and learning.

## 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	8

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	2	6	0	0	0
Percentage	0	33	17	50	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**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24
Number of full-time pupils known to be eligible for free school meals	2

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	7

#### **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	0
Pupils who left the school other than at the usual time of leaving	1

### *Attendance*

#### **Authorised absence**

	%
School data	4.7%
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0%
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	24
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)	2.6
Number of pupils per qualified teacher	9
Average class size	12

**Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	50

*FTE means full-time equivalent.*

***Financial information***

Financial year	2001
	£
Total income	132,173
Total expenditure	127,743
Expenditure per pupil	6723

***Recruitment of teachers***

Number of teachers who left the school during the last two years	1.9
Number of teachers appointed to the school during the last two years	1.9
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	24
Number of questionnaires returned	14

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	93	7	0	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	43	50	7	0	0
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	64	36	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	71	29	0	0	0
The school is well led and managed.	64	29	0	0	7
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	29	50	14	0	0