

INSPECTION REPORT

WIDEWELL PRIMARY SCHOOL

Plymouth

LEA area: Plymouth

Unique reference number: 113323

Headteacher: Mrs Barbara Young

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 12th – 14th June 2001

Inspection number: 196515

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Lulworth Drive
Roborough
Plymouth
Devon

Postcode: PL6 7ER

Telephone number: 01752 778796

Fax number: 01752 770962

Appropriate authority: Governing body

Name of chair of governors: Mrs Cynthia Bridget

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|-------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Widewell Junior and Infant School is a slightly smaller than average sized primary school situated in the Roborough area of Plymouth. There are 207 pupils on roll, taught in seven single-aged classes. Currently, there are slightly more boys than girls. At the time of the inspection there were 29 children in their foundation year. The school mainly serves the immediate area around the school and approximately 25 per cent of pupils come from armed service families. Pupils live in a mixture of owner occupied houses and rented accommodation. Approximately 19 per cent of pupils are currently entitled to free school meals, broadly in line with the national average. Approximately 29 per cent of pupils are on the school's register of special educational needs and this is above the national average. Last year there was a 15 per cent movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. The attainment of the pupils on entry to the school, although wide ranging, is average.

HOW GOOD THE SCHOOL IS

Widewell Primary is an effective school where pupils make good progress to achieve above average standards in English, mathematics and science by the age of 11. It provides a good quality of education for its pupils, and successfully encourages them to develop very good attitudes to learning and to behave well. The school is very well led and has a supportive governing body. The school provides good value for money.

What the school does well

- Enables pupils to achieve well in English, mathematics and science at the end of Key Stage 2.
- Children during the Foundation Year are taught well and given an exciting and stimulating start to school.
- Makes very good provision for pupils' personal development, encouraging good attitudes to learning, good behaviour and positive relationships.
- The very good leadership of the headteacher in identifying and acting upon what needs to be done to improve the school still further.

What could be improved

- The effectiveness of monitoring procedures in identifying the strengths and weaknesses of the work of the school and the cost-effectiveness of major spending decisions.

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 good progress since the time of the last inspection in March 1997 when it received a positive report. Since that time the school has maintained an upward trend in pupils' attainment in English, mathematics and science, above the nationally improving trend. Good progress has been made in developing a positive partnership with parents and involving them in their children's education. Good procedures have been established for all teachers to have frequent opportunities to carry out their subject responsibilities and senior staff are clear about their management roles. The headteacher, who has only been in post for a short time, provides a very clear educational direction to the work of the school and is aware of the areas for development the school now needs to make. Consequently the school is well placed to make further improvements.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | A | E | C | A |
| Mathematics | C | C | C | A |
| Science | C | C | C | B |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The above table shows that pupils' standards of attainment in English, mathematics and science in the year 2000 national tests were average in comparison with all schools and at least above if not well above average in comparison with schools who admit their pupils from similar backgrounds. Since the time of the last inspection pupils' attainment has shown an upward trend in these subjects above the nationally improving trend. Inspection evidence found that the attainment of many of the current group of pupils in Year 6 in English, mathematics and science is above expected levels. While at the school, pupils make good progress and achieve well in relation to their attainment on entry to the school. Pupils make satisfactory progress in information and control technology and attainment is in line with national expectations. The standards are lower than those noted in the last report but this is misleading as the requirements of the National Curriculum have changed. Standards have been maintained in those aspects of the subject that can be compared with the last inspection. Attainment in other National Curriculum subjects and religious education meets the expected standard and pupils make satisfactory progress in these subjects. Standards have been maintained since the time of the last inspection.

National test results at the end of Key Stage 1 in 2000 showed standards of attainment in reading to be below average when compared with all schools and average when compared with similar schools. Standards in writing were average while standards in mathematics were above average. Pupils' standards of attainment have generally shown a consistently upward trend but fell in reading in 2000. Standards in mathematics have been consistently above national averages since the time of the last inspection. Inspection evidence indicates that the current group of Year 2 pupils are making sound progress in achieving expected levels in reading and writing and good progress in mathematics. Attainment in other subjects is average.

The majority of children in the reception class make good progress and are on track to reach the Early Learning Goals¹ in all areas of their learning by the end of the Foundation Stage². A significant minority of pupils will exceed them.

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

Pupils with special educational needs make good progress in relation to the targets set for them and receive good support from teachers and classroom assistants.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Pupils have good attitudes to work and are interested in learning. They enjoy school. |
| Behaviour, in and out of classrooms | The pupils' behaviour is good in lessons and at playtimes. They move sensibly around the school and are polite and helpful and hold doors open for visitors. They work well together when required. |
| Personal development and relationships | Pupils' personal development is very good. They are given frequent opportunities to take responsibility and show initiative in their learning. There are very good relationships between pupils and between adults and pupils. |
| Attendance | Satisfactory and in line with the national average. Pupils arrive at school on time and are punctual for lessons. |

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Satisfactory | Good |

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

The quality of teaching is good overall and varies from very good to satisfactory. It was never less than satisfactory, good in 52 per cent of lessons, and very good in ten per cent. It was consistently good or better in the reception class, and the Year 5 and 6 classes. The teaching of mathematics is particularly good. Literacy and numeracy skills are taught well. The lessons are well organised and include stimulating activities for pupils of different abilities. The teaching of information and communication technology is satisfactory but not enough use is made of the computer suite is developing pupils' computer skills. Teaching at Key Stage 1 is satisfactory as many lessons lack the challenge and pace evident at Key Stage 2.

In all lessons observed, teachers share with the pupils what it is they are to have achieved by the end of the session. They then discuss with them whether they have achieved these objectives at the end of lessons. In the better quality lessons in Years 5 and 6, teachers have high expectations of what the pupils can achieve in the lessons. Good use is made of lesson time and the pace of lessons is brisk. The quality of teaching of pupils with special educational needs is good, as work is adapted well to meet their individual needs. These pupils are well supported through extra adult support in lessons. Homework is used satisfactorily to consolidate what pupils have learned at school and pupils' work is marked regularly.

Pupils make good progress during the Foundation Stage, consolidate their learning during Key Stage 1 and then continue to make good progress at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | Good. The curriculum is broad and relevant, and caters well for the range of pupils' interests and abilities. There is a sound range of extra-curricular activities similar to that found in most schools. |
| Provision for pupils with special educational needs | Good. Staff know their pupils well and work closely with classroom assistants to provide good support for these pupils. Individual education plans are detailed with suitable achievable targets. Pupils are fully involved in all aspects of school life. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. There is very good provision for pupils' social development. Staff provide good role models for pupils, and clear codes of behaviour ensure pupils develop a mature understanding of their moral and social responsibilities. Sound provision is made for spiritual development and for pupils to appreciate cultural traditions. |
| How well the school cares for its pupils | Good. The staff are caring and supportive of pupils. Pupils are supervised well at lunchtimes. Sound procedures for tracking pupils' progress and attainment are in place but this valuable data base could be analysed more closely to identify how effective teaching is. Pupils' annual reports are not always as informative as they might be. Arrangements for child protection and pupils' well being are generally good. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | The school is very led by the headteacher who has begun to monitor teaching and learning more sharply. She is ably assisted by other senior staff. |
| How well the governors fulfil their responsibilities | Good. Governors are effective in carrying out their statutory responsibilities and very supportive of pupils, parents and staff. They have developed their own procedures for monitoring the work of the school but these are too general to identify clearly strengths and weaknesses in the work of the school. Procedures for monitoring the school's spending are good. |
| The school's evaluation of its performance | Satisfactory. The management of the school monitors the school's performance but procedures are not yet sufficiently evaluative to be fully effective. The newly appointed headteacher is introducing more rigour into this process. |

| | |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The strategic use of resources | Satisfactory. The governors work hard to ensure that financial planning is good and are beginning to ensure that the funds available are more wisely spent. Daily administration is very efficient and effective. |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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, are expected to work hard and make good progress. • Staff are approachable when they have any worries or concerns. | <ul style="list-style-type: none"> • No significant concerns. |

Inspectors' judgements support parents' positive views. The school has worked hard to improve the partnership it has with parents and they in return have positive views about the work of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Enables pupils to achieve well in English, mathematics and science at the end of Key Stage 2.

1. Results in the national tests in English at the end of Year 6 were close to national averages in the year 2000, and have generally maintained an upward trend since the time of the last inspection although falling in 1999. The percentage of pupils reaching the higher than expected Level 5 was above average. Girls performed better than boys but not significantly so. The standards attained were well above average in comparison with schools who take their pupils from similar backgrounds. Caution has to be taken when comparing the school with national averages because of the small numbers of pupils involved. However, inspection evidence indicates that pupils of all abilities are making good progress, particularly in Years 5 and 6. The attainment of the current group of Year 6 pupils indicates that most pupils are working at expected levels for their age and that a significant minority will achieve above this. Forty per cent of pupils are on the special educational needs register and they achieve well in relation to their attainment at Key Stage 1.
2. In the year 2000 national tests at the end of Key Stage 1, pupils' attainment was below average in reading and average in writing when compared with all schools. However, pupils' attainment when compared to schools who take their pupils from similar backgrounds was average in reading and above average in writing. Evidence from the scrutiny of pupils' previously completed work indicates that the pupils make sound progress during this key stage. Teachers' marking is consistently encouraging and points out to pupils what they need to do to improve their work. Pupils write in a range of writing formats including stories, letters, poems and factual accounts.
3. The teaching of literacy is good overall. It was never less than satisfactory and good in half the lessons observed. Teachers plan well and provide challenging activities. Lessons have clear learning outcomes, which are shared with the pupils. In the better quality lessons teachers impart their enthusiasm for the subject to the pupils and this increases the pace of the lesson and the progress that pupils make. For example, in a Year 5 English lesson, the teacher gave the children a lively introduction by recapping the work so far covered on 'older' literature. Peppering the pupils with questions, she ensured that all were involved in a discussion of any unusual use of words in the poem they were studying. The pupils responded enthusiastically and gave examples such as 'enchanted night' and 'far off wastes' as well as learning the meaning of new words, such as stubble. A lively pace was maintained throughout the session and pupils made good progress as a result. In all lessons teachers give good attention to encouraging pupils to make imaginative use of words and widening their spoken and written vocabulary. Pupils are given frequent opportunities to explore and use language well in other subjects of the curriculum, such as science and geography. Older pupils' work is well marked with positive comments and appropriate points to learn and check on. For example, the teacher in Year 6 marks one group of pupils' work in detail and makes clear statements of ways in which an individual pupil could improve their work. The subject is well managed by an enthusiastic and knowledgeable co-ordinator.

4. End of Key Stage 2 national test results in science were close to the national average in 2000, and have generally maintained an upward trend since 1997. The percentage of pupils reaching the higher than expected Level 5 was above the national average. Girls performed slightly better than boys. The standards attained were above average in comparison with schools who take their pupils from similar backgrounds. Over four tenths of the pupils gained a Level 5. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is above expected levels. Pupils achieve well in relation to their attainment at the end Key Stage 1.
5. The school adopts a very practical approach to teaching science. Only one lesson was observed during the inspection and so no overall judgement can be made of the quality of teaching. However, a scrutiny of pupils' previously completed work indicates that pupils have frequent opportunities to carry out scientific investigations and to decide how to make their tests fair. By the end of Key Stage 2, pupils are knowledgeable about life processes and living things, physical processes, and materials and their properties. For example, Year 6 pupils demonstrated good knowledge and understanding when applying their previous learning to predict whether the change brought about by heating materials was reversible or not. They understood that these results would be different if the materials were burned. By the end of Year 6, pupils carry out their own investigations well and write up their findings clearly in a variety of ways. All pupils at this key stage make good progress because of the good provision made for the subject.
6. Results in national tests in mathematics at the end of Year 6 were close to the national average in 2000. The percentage of pupils achieving the higher than expected Level 5 was above the national average. Results have maintained an upward trend since the time of the last inspection. The standards attained were well above average in comparison with schools who take their pupils from similar backgrounds. At Key Stage 2, the most able pupils move up to the next year group if appropriate and a good example of how this was accelerating one pupil's learning was seen in Year 5. The teaching of mathematics and numeracy is good overall. It was good in all the lessons observed. Teachers plan well and provide challenging activities, which motivate pupils to give of their best. For example, in a Year 5 mathematics lesson the teacher's enthusiasm for the subject was successfully passed onto the pupils and she made good use of the example of expressing money in pounds and pence to aid pupils' understanding of decimals. Staff make good use of questioning to probe pupils' understanding of mathematical concepts and to explain to others how they have made their calculations to arrive at their answers. Mental arithmetic sessions at the start of lessons are brisk and challenging, and pupils show enthusiasm for the subject. By the end of Year 6, many pupils are competent in using the four operations of number to three decimal places. They mentally calculate well with speed and accuracy. The subject is well managed by an enthusiastic co-ordinator. Pupils, including those with special educational needs, make good progress and achieve well in relation to their attainment on entry to the school.
7. Teachers make satisfactory use of homework to consolidate and extend pupils' learning in English, mathematics and science. Pupils are generally well supported in their homework tasks by parents, who feel well informed about when homework will be set.

8. Last year the school received an award from the Department for Education and Employment because of the high percentage of pupils who attained the higher Level 5 in their national tests in English, mathematics and science.

The provision made for children during the Foundation Year and the teaching they receive.

9. The provision made for children at the Foundation Stage is a strength of the school. The extra areas and outside play space give many varied opportunities for children to explore and acquire new skills in a stimulating learning environment. The teaching is good and provides a balance of basic skills and purposeful play activities which encourage enquiry and exploration. For example, in a mathematics lesson children were being taught the properties of numbers to ten. The concept of pairs which was also reinforced through small world play with Noah's Ark, pairs of coloured bean bags, sand and water play, puzzles, dominoes and a computer game. In another lesson children went on a walk based on the book 'Going on a Bear Hunt' and were able to draw upon their knowledge of initial letter combinations in words such as 'swirly' and 'shiny' to describe some of the things they saw. Children develop their literacy skills quickly through regular sharing of books and pictures. Plenty of time is given to encouraging pupils to talk and this helps them organise, sequence and clarify their ideas. They were also making good progress in observing and finding out about features of their natural world through making maps and models about what they had seen outside. The idea of 'journeys' was further reinforced through their use of large play equipment. The teacher has high expectations of what the children can achieve and how they should behave. As two four year olds commented, when thanked for their politeness in holding open a door for an inspector, "That's the way we are taught to behave at Widewell."
10. Children are very well supported by an experienced learning support assistant and additional help from parents who work as part of a team under the guidance of the teacher. Baseline assessments and daily checks on individual children's learning are used effectively to inform planning in all areas of learning and pupils are making good progress and are in line to achieve the Early Learning Goals by the end of the Foundation Stage. A number of pupils are working at Level 1 of the National Curriculum.
11. The positive partnership with parents that the school has established is clearly indicated by the start of the school day in the reception class. Parents are encouraged to spend the first ten to 15 minutes with their children as children complete a self-chosen activity and settle to the start of the school day. They ensure that their children correctly register themselves as present and that reading folders are put in the box provided. This time provides a good opportunity for parents and staff to exchange information about the children and ensures a calm start to the day within a very caring atmosphere.

Makes very good provision for pupils' personal development, encouraging good attitudes to learning, good behaviour and positive relationships.

12. In their responses at the pre-inspection parents' meeting, all those present identified as a strength their children's enjoyment of school and the attitudes and values that the school promotes. Inspectors found that most pupils have positive attitudes to all that the school has to offer. They enjoy lessons and are motivated well by the challenging work set for them. From an early age, pupils acquire good learning habits and concentrate well in lessons. For example, in a typical lesson seen during the inspection, reception pupils listened very attentively to their teacher and concentrated well on the activities they were involved in, whether self-choice or

teacher focussed. Likewise, the pupils in a Year 6 English lesson concentrated well during the class discussion and group activities when they compared the books 'The Demon Headmaster' and 'The Great Elephant Chase'. Such responses help pupils make good progress and apply themselves well to their work.

13. Pupils behave well in lessons and work well together when required. Class rules drawn up by the pupils are clearly displayed. Pupils are taught to know the difference between right and wrong and to take responsibility for their own actions. There is an effective system of rewards and sanctions which promote in pupils a caring attitude to others, especially those younger or less fortunate than themselves. Staff provide good role models and are always polite in their dealings with pupils and this sets a good example. Pupils are encouraged to raise money for charity and to consider what makes a good citizen in today's society.
14. Due to the above average number of pupils with emotional and behavioural difficulties the school has recently started a project to improve their ability to work independently and encourage co-operation. This is being run by the local education authority's 'Behaviour Support Team', and pupils were observed collaborating well and discussing the personal development targets that had been set for them. This is having a positive effect on the pupils' behaviour in class and around the school and there has been a large reduction in the number of incidents of conflict. During the inspection no incidents of aggressive behaviour or bullying were observed.
15. Frequent opportunities are given to pupils to take responsibility and as they grow older, show initiative. From an early age pupils are expected to act as monitors when giving out or tidying away equipment or returning attendance registers to the school office. Pupils in both key stages serve on the school council and take their responsibilities seriously. They 'interviewed' the new headteacher before her appointment and the registered inspector before the start of the inspection. Some members are currently involved with a governor in writing a section about the work of the council for the annual report to parents. The school runs a mediator system which was instigated by the school council because of the frequency in the past of pupil arguments on the playground. Year 5 and 6 pupils receive training and then work in pairs negotiating with the children involved and agreeing a solution which is signed by all parties.
16. By the end of Key Stage 2, pupils carry out supervisory duties as 'prefects' and are made responsible, for example, in ensuring that first-aid boxes are kept fully stocked for any emergencies. Through the good community links that the school enjoys, pupils have been involved in designing a mosaic for a local leisure area and a project called 'Art Angels' which encourages pupils' skills in art and dance. The enquiry based approach the school applies to the teaching of mathematics and science ensures that pupils have many opportunities to take responsibility in their own learning when carrying out investigations independently.
17. Relationships are very good among pupils and between pupils, teachers and other adults in the school. This contributes to the very positive ethos within the school. Pupils are polite and friendly and generally considerate of others' needs and feelings.

The very good leadership of the headteacher.

18. The headteacher, who has only been in post a short time, has a very clear view of the school's future educational development. Her quiet presence around the school ensures an orderly community, high standards of behaviour and consideration for others. As well as regularly 'visiting' classrooms, she has begun to monitor the quality of teaching more formally using the OFSTED inspection criteria and to provide regular feedback to staff about their performance. The headteacher has carried out a detailed analysis of the progress and attainment of the pupils and identified areas that are well taught and others that need further development. For example, she is aware that the present pupil tracking procedures are in need of a clearer focus on individual pupils' attainment and progress if they are to be used effectively to continue to raise standards.
19. In response to the instances of poorer attitudes and behaviour of a few pupils in Year 4 she has secured the support of the local education authority to instigate the behaviour support project. This is impacting strongly on these pupils' feelings of the self worth and the way that they behave. The headteacher is currently assessing the impact that learning support assistants are having on pupils' standards of attainment and whether financial resources are being well spent.
20. In a short space of time the headteacher has quickly settled into her new role and ensured that all staff work well together as a team and have a common aim of improving standards of attainment and the educational provision made for pupils.

WHAT COULD BE IMPROVED

The effectiveness of monitoring procedures in identifying the strengths and weaknesses of the work of the school and the cost-effectiveness of major spending decisions.

21. Since the last inspection the school has made sound progress in putting in place procedures for monitoring its work. A range of monitoring activities is carried out by all sections of management. However, many of these procedures are insufficiently focused to provide the school with an effective evaluation of what works and what does not.
22. Baseline assessments and regular observations inform curriculum planning for the under-fives and detailed assessment records are maintained by class teachers at both key stages. While pupils' individual progress is monitored and targets set, this valuable data base could be analysed in a more focused way in order to evaluate the impact of teaching on learning for all year groups and at the end of each key stage.
23. The school keeps records of the monitoring of teaching by the headteacher, subject co-ordinators and governors. These observations lead to targets for improvement being agreed between the teacher and observer. However, they are mostly descriptive and often fail to indicate the impact of the teaching on pupils' learning. They do not indicate clearly what works and what does not and, therefore, how this information can be applied to improving the education that pupils receive.
24. While the school clearly recognises where improvements are required, evaluation is not used effectively to identify what needs to be done. As a consequence, planning for improvement is not yet sufficient to ensure that the school's spending on

developments is fully evaluated. For example, as a result of a criticism in the last inspection report, the school rightly increased the number of learning support assistants it employed. However, it is only since the appointment of the new headteacher that the impact of this large amount of spending is being evaluated to see what its impact on pupils' learning is and whether financial resources are being used well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to continue the improvements made since the time of the last inspection, the governors, headteacher and staff should:

- (1) plan more clearly for school improvements by:
 - i. improving the use made of the school's tracking procedures in order to focus more clearly on an evaluation of the attainment and progress of individual pupils;
 - ii. developing the good quality of monitoring of teaching, started by the headteacher, to all staff with management responsibilities, so that the impact that teaching has on pupils' learning can be more fully evaluated;
 - iii. fully evaluating the cost-effectiveness of initiatives, such as the work of the classroom learning assistants.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|----------------------------------------------------------------------|----|
| Number of lessons observed | 21 |
| Number of discussions with staff, governors, other adults and pupils | 14 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 10 | 52 | 38 | 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 | YR – Y6 |
| Number of pupils on the school's roll (FTE for part-time pupils) | 207 |
| Number of full-time pupils known to be eligible for free school meals | 39 |
| Special educational needs | YR – Y6 |
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 59 |
| English as an additional language | No of pupils |
| Number of pupils with English as an additional language | 1 |
| Pupil mobility in the last school year | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 13 |
| Pupils who left the school other than at the usual time of leaving | 18 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.2 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| | 2000 | 18 | 11 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 14 | 18 |
| | Girls | 10 | 11 | 11 |
| | Total | 25 | 25 | 29 |
| Percentage of pupils at NC level 2 or above | School | 86 (87) | 86 (84) | 100 (100) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 18 | 14 |
| | Girls | 10 | 11 | 10 |
| | Total | 24 | 29 | 24 |
| Percentage of pupils at NC level 2 or above | School | 83 (79) | 100 (95) | 83 (95) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| | 2000 | 16 | 13 | 29 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 12 | 13 | 14 |
| | Girls | 10 | 9 | 10 |
| | Total | 22 | 22 | 24 |
| Percentage of pupils at NC level 4 or above | School | 76 (53) | 76 (73) | 83 (83) |
| | National | 75 (70) | 72 (68) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 13 | 13 |
| | Girls | 8 | 9 | 9 |
| | Total | 16 | 22 | 22 |
| Percentage of pupils at NC level 4 or above | School | 55 (53) | 76 (57) | 76 (60) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 1 |
| Indian | 0 |
| Pakistani | 1 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 189 |
| Any other minority ethnic group | 1 |

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) | 9 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|------|
| Total number of education support staff | 9 |
| Total aggregate hours worked per week | 99.5 |

FTE means full-time equivalent.

Financial information

| | |
|--------------------------------------------|-------------|
| Financial year | 2000 – 2001 |
| | £ |
| Total income | 468,858 |
| Total expenditure | 490,496 |
| Expenditure per pupil | 2,347 |
| Balance brought forward from previous year | 40,446 |
| Balance carried forward to next year | 18,808 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 207 |
| Number of questionnaires returned | 60 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 70 | 20 | 8 | 2 | 0 |
| My child is making good progress in school. | 62 | 33 | 3 | 0 | 2 |
| Behaviour in the school is good. | 47 | 38 | 13 | 2 | 0 |
| My child gets the right amount of work to do at home. | 42 | 52 | 3 | 0 | 3 |
| The teaching is good. | 60 | 33 | 3 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 48 | 40 | 8 | 0 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 72 | 27 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 62 | 37 | 0 | 0 | 2 |
| The school works closely with parents. | 52 | 32 | 10 | 3 | 3 |
| The school is well led and managed. | 50 | 40 | 2 | 5 | 3 |
| The school is helping my child become mature and responsible. | 62 | 32 | 2 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 53 | 20 | 15 | 2 | 10 |

Other issues raised by parents

A number of parents felt that the school had a 'brilliant' governing body who were very involved in the work of the school. Parents were also grateful for the two enjoyable parent evenings about literacy and numeracy that the school had organised.