

# INSPECTION REPORT

## **NORTH CURRY C of E PRIMARY SCHOOL**

North Curry, Taunton

LEA area: Somerset

Unique reference number: 123797

Headteacher: Mr Alan Sullivan

Reporting inspector: Mrs Janet Sinclair

OIN: 19824

Dates of inspection: 11 - 12 June 2002

Inspection number: 196721

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 to 11 years
Gender of pupils:	Mixed
School address:	Greenway North Curry Taunton Somerset
Postcode:	TA3 6NQ
Telephone number:	01823 490423
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Kearns
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>6</b>
<b>WHAT COULD BE IMPROVED</b>	<b>10</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

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

### **INFORMATION ABOUT THE SCHOOL**

North Curry is a small Church of England primary school for boys and girls aged four to eleven. The school has 134 pupils on roll and draws most of its pupils from North Curry and the surrounding villages. There are few pupils from minority ethnic backgrounds and no pupils for whom English is an additional language. There is a significant minority of pupils from the travelling community who join and leave the school at other than the usual times. There are 26 per cent of pupils on the school's register of special educational needs, which is slightly above the national average. Twelve pupils are on stages three to five of the register, with two having a statement of special educational need. These include pupils with moderate learning difficulties and emotional and behavioural problems. The socio-economic circumstances of the pupils are above average, with nine per cent claiming a free school meal, which is below the national average of 19 per cent. Attainment on entry is slightly above average. However, the number of traveller pupils who join and leave the school on a regular basis adversely affects this from year to year.

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

The school is providing a good standard of education for the children in its care. Pupils attain good standards in English, mathematics and science by the end of Year 6, and they achieve well. The teaching is good overall and promotes good learning. There is a good range of additional curricular activities, which promotes pupils' personal and academic development. However, the leadership of the headteacher, who has been in post just over a year, is unsatisfactory because he is not providing clear educational direction for the work of the school, and staff confidence is adversely affected as a result. When account is taken of all these features, and the high expenditure per pupil, the school provides satisfactory value for money.

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

- Pupils attain good standards in English, mathematics and science by the end of Year 6 because the quality of teaching is good.
- Pupils' very good attitudes and behaviour contribute strongly to their learning.
- The school effectively promotes the personal development of its pupils through its provision for curricular enrichment and personal responsibility.
- Provision for pupils with special educational needs is good.

### **WHAT COULD BE IMPROVED**

- The leadership and management of the headteacher, in order to provide clear direction for the school's work and increase staff confidence.
- The standard of pupils' writing in Year 2 and opportunities for extended writing in all areas of the curriculum across the school.

*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 satisfactory improvement in all the key issues identified in the previous inspection in 1997. Pupils in Year 2 now make satisfactory progress in English and mathematics, and the quality of teaching in Years 1 and 2 has improved and is now good. Schemes of work are in place for all areas of the curriculum, although they still require further refinement. The governors meet their statutory requirements in relation to attendance, registers and pupils' reports. Additionally, standards at the end of Year 6 have improved significantly. However, the leadership of the present headteacher is not as effective as the leadership at the time of the last inspection.

## STANDARDS

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

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

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

This information shows that the performance of pupils in 2001 was average in English, well above average in mathematics, and in the top 5 per cent nationally for science. In comparison with standards in similar schools, based on the number of pupils having a free school meal, standards were below average in English, above average in mathematics and in the top five per cent nationally for science. The school has small numbers of pupils taking the tests from year to year, so too much emphasis should not be placed on any one year's results. However, the trend in the school is a general improvement in mathematics and science, whilst the position of English has remained static over the last two years. Inspection findings indicate that standards are above average in English, mathematics and science, and that pupils are achieving well. Standards in all other subjects are average and pupils achieve satisfactorily. The school has set realistic targets for English and mathematics, which it is likely to achieve. Pupils with special educational needs make good progress against the targets set in their individual education plans. Pupils from the travelling community are given good support and are fully included in the work of the school.

Historically, standards at the end of Year 2 have tended to be below average, and this has been linked to weaknesses in teaching. This has now been resolved and standards are improving. The work of pupils currently in Year 2 shows that most are working at the expected level or above in reading and mathematics. Pupils are achieving well. In writing, there are no pupils working at the higher Level 3, and this is a weakness. Pupils are working at the expected level and achieving satisfactorily in all other subjects.

The attainment on entry of children in the Reception class is slightly above average overall, and they achieve satisfactorily across the areas of learning. They are on course to meet the Early Learning Goals by the end of the Reception Year, and a few will exceed them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school and have very good attitudes to all areas of school life.
Behaviour, in and out of classrooms	Very good. Pupils are friendly and considerate; they are polite and courteous to adults and to each other. There have been no exclusions.
Personal development and relationships	Very good. Older pupils are very considerate and caring towards younger pupils. The school council is used well to promote personal development. The school has worked hard to foster this aspect of pupils' development and has been successful. Relationships are very good across the school and this ensures a productive learning environment.
Attendance	Satisfactory overall. However, unauthorised absence is slightly higher than expected, and this is largely due to the intermittent attendance of pupils from the travelling community.

## TEACHING AND LEARNING

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

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

The quality of teaching is good in Years 1 to 6 and, as a result, pupils make good gains in their learning and attain good standards. The teaching of numeracy and literacy is effective and the school uses the Literacy and Numeracy strategies well to ensure that lessons are well structured and matched to pupils' differing learning needs. Teachers have good subject knowledge, their lessons are challenging, and they employ a variety of methods to engage pupils' interest. As a result, pupils are motivated and keen to learn. The main weakness in literacy is in writing in Year 2. Although the school has done much to improve pupils' writing, there is still not enough attention given to punctuation and spelling; nor is there enough emphasis on the skills required to achieve the higher Level 3. Staff do not make enough use of pupils' writing skills across all the other subjects of the curriculum in order to extend opportunities for pupils to write. Teachers manage pupils well and provide interesting activities to engage and motivate them. The teaching in the Reception class is satisfactory overall but the main weakness is that not enough attention is given to extending and challenging children.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curricular provision is satisfactory across the school. There is a good range of additional curricular activities, which effectively promotes pupils' personal development.
Provision for pupils with special educational needs	Good. The special educational needs co-ordinator and support staff work hard to ensure that pupils' needs are well met, both within the classroom and when they are part of a small group.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. However, within this, the provision for social development is very good. The school promotes this very effectively through a good programme of curricular enrichment.
How well the school cares for its pupils	Satisfactory. The school cares well for its pupils, and their academic performance is monitored satisfactorily.

The school has a good partnership with parents, who are supportive of its work. There is a very good parent teacher association, which raises funds for the school and provides a number of social events.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Unsatisfactory. Although the headteacher has made effective improvements in some areas of the school's work, there is a lack of clear direction and, as a result, not all staff are confident in his leadership. The senior management team, under his direction, is not fully effective in giving a firm steer to the school's work. Subject co-ordinators, including the special educational needs co-ordinator, carry out their roles and responsibilities at least satisfactorily and sometimes well.
How well the governors fulfil their responsibilities	Satisfactory overall. All statutory requirements are met, and governors have worked hard to promote the school in the local community and to shape its direction. However, they have been slow to react to the issues raised through the unsatisfactory aspects of leadership.
The school's evaluation of its performance	This is unsatisfactory overall. Although monitoring of teaching has taken place and aspects of performance management have been implemented, they lack the rigour required to secure positive improvements. The school has begun to evaluate writing in Year 2 in order to improve standards.
The strategic use of resources	Good. Good use has been made of finances to improve the accommodation and to provide teaching assistants in all classes. The principles of best value are applied satisfactorily.

Sometimes the noise created by the open plan nature of some of the classrooms disrupts pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school and are making good progress.</li><li>• Behaviour is good and the school is helping their children to become mature and responsible.</li><li>• Teaching is good and their children are expected to work hard.</li><li>• They would feel comfortable about approaching the school with problems.</li><li>• Their children get the right amount of homework and the school provides an interesting range of activities outside lessons.</li></ul>	<ul style="list-style-type: none"><li>• The leadership and management of the school.</li><li>• The information they get about their children's progress.</li></ul>

The inspection team agrees with the positive views expressed by parents. With regard to what they would like to see improved, the inspection team considers that the school provides an adequate amount of information on their children's progress. The inspection team agrees with parents that the leadership and management of the school require improvement.

## **PART B: COMMENTARY**

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

#### **Pupils attain good standards in English, mathematics and science by the end of Year 6 because the quality of teaching is good.**

1. The school has a small number of pupils taking the tests, approximately 20 in each year. This means that comparisons with national averages need to be treated with caution. However, over a three year period, the school's trend in mathematics and science has been upwards, whilst English has remained static. The school's overall trend in results is above the national trend.

2. Although attainment on entry is slightly above the county average, over time, the school has a small but significant number of traveller pupils who attend intermittently. This affects attainment from year to year, as frequently they have either not attended school before or have not attended on a regular basis.

3. Pupils currently in Year 6 are attaining above average standards in English, mathematics and science, and they are achieving well. Examples from the inspection, and a review of pupils' work, demonstrate this. In lessons observed, pupils in the Year 5/6 class read through a 'rap' with a good understanding of the rhythm. They undertook their own rap, and higher attaining pupils had good ideas, which they discussed willingly in their groups. They used a wide range of vocabulary when developing their ideas. Pupils in the Year 4/5 class learned to assemble and sequence a list of items in order to plan the presentation of a point of view. They learned to use connectives well to structure their arguments. For example, they discovered that 'although', 'however' and 'also' were important in this context as they showed where links could be made and where contradictions occurred. In mathematics, pupils are attaining good standards across the school. In a mathematics lesson seen in the Year 2/3 class, pupils were able to round money to the nearest pound, using their mental skills effectively for this purpose. They recognised a wide variety of two dimensional shapes, including octagon and pentagon, and used correct terms to describe their properties. They used these shapes to identify one, two or three lines of symmetry. Evidence from a review of pupils' work shows that by the time they are in Year 6 they measure angles of triangles accurately and know how to multiply and divide two and three digit numbers. They are able to use 'mode', 'median' and 'mean' correctly and can convert fractions to percentages. They know how to calculate decimals to two places. In science, pupils in Year 2 carry out tests to assess the suitability of a range of materials for an umbrella. They can name the important bones in the human body. In the lesson seen in the Year 4/5 class, pupils very quickly established the sequence for a food chain. They learned to use terms such as 'consumer' and 'producer' and 'prey' and 'predator', and related these to the food chain. By Year 6, higher attaining pupils make predictions based on their scientific knowledge, and are able to record observations and measurements systematically, sometimes using line graphs. Most pupils carry out and record their experiments using appropriate scientific terminology.

4. Pupils are achieving well in these subjects because they are taught well throughout the school. Teachers make good use of the National Literacy and Numeracy strategies to ensure that basic skills are taught well. Planning is very detailed and group activities are well matched to pupils' differing learning needs. Teachers have good subject knowledge, which they use well to develop appropriate vocabulary. There are very good relationships between teachers and pupils and this helps to give all pupils, but particularly those with special educational needs, the confidence to contribute. Teachers explain clearly what they expect

pupils to do, and as a result pupils settle to tasks quickly. Lessons are challenging and teachers use questioning very well to extend pupils' understanding. For example, in a Year 1/2 literacy lesson, questions such as 'What is this funny mark?' 'What do we use it for?' clearly focused pupils on conventions used in books. Another good example was in a Year 2/3 numeracy lesson when the teacher asked, 'How could you explain symmetry?' 'What in our world has symmetry in it?' All teachers manage pupils well and as a result pupils maintain their interest and concentration. Teachers employ good methods, which engage pupils' attention and produce good gains in their learning. All staff ensure that pupils with special educational needs are well supported, by setting them tasks which are well matched to their needs. Learning support assistants give the pupils good help and support during group tasks.

### **Pupils' very good attitudes and behaviour contribute strongly to their learning.**

5. Across the school, pupils' very good attitudes and behaviour contribute strongly to their learning. Pupils enjoy coming to school because staff create a friendly and supportive learning environment in which their views and needs are valued. Staff have worked hard to promote this. They reviewed the behaviour policy in November 2001, ensuring a consistent approach to behaviour. There are regular lessons involving personal, social and health education during which pupils are given opportunities to discuss a wide range of issues such as inappropriate behaviour.

6. Pupils' very good attitudes are nurtured from the time they start in the Reception class, where they learn to take turns and work together productively. Across the school, pupils listen well to their teachers, are interested and enthusiastic, and settle to work quickly and sensibly. They are very attentive in whole class lessons and settle to group tasks with good levels of commitment. For example, in a mathematics lesson in the Year 1/2 class, pupils enjoyed their various tasks and were totally engaged in them. In a literacy lesson in the Year 5/6 class, pupils worked very well in small groups. They enthusiastically discussed and contributed their ideas for a 'Rap' they were producing. Teachers have very good relationships with pupils, valuing their contributions, and this creates a positive work ethos and a willingness to take risks. Pupils' good attitudes to work and courtesy towards each other enable them to discuss their work productively. For example, in a literacy lesson in the Year 4/5 class, pupils worked co-operatively, sharing their points of view on issues such as 'keeping pets is cruel'. Pupils treat the school's resources with respect and are keen to care for their environment. There is no litter or graffiti around the school.

7. Pupils behave well in and around the school. They know how they are expected to behave and respond well to this expectation. This is because the school's climate for learning is positive and encouraging. For example, in an art lesson, all pupils helped individual pupils to explain their ideas to the class confidently. Pupils enter and leave the hall at the beginning and end of assemblies in a quiet and orderly fashion. They behave well during assemblies and appreciate the sense of occasion and the atmosphere. Lunch times and play times are pleasant social occasions because pupils are well behaved and considerate to each other. In the mornings pupils play happily together; they enjoy chatting, and there is clearly a happy atmosphere. Pupils have a range of play equipment to use during break times, which encourages good behaviour. Older pupils in Years 5 and 6 are very caring and supportive of younger pupils during these times. They provide very good role models for the rest of the school. Pupils show consideration towards each other and work and play well together. They are kind, polite and friendly.

**The school effectively promotes the personal development of its pupils through its provision for curricular enrichment and personal responsibility.**

8. The school provides a good range of educational visits, visitors and extra curricular activities, which effectively promote pupils' personal and academic development.

9. There is a wide range of visits and visitors to enrich pupils' personal development. Cultural development is enhanced through visits such as those to the Brew House Theatre to watch drama productions, visits from French students, country dance festivals and visits to the Tacchi Morris Arts Centre, where pupils take part in music, drama and dance performances. There are good links with local churches, which help to promote pupils' wider understanding of the values and beliefs held by different religious communities. For example, pupils visited the local Baptist Church to witness a total immersion baptism. They use the local parish church when they celebrate the major Christian festivals. They develop their understanding of citizenship through activities such as attending the War Memorial service in the village as part of the village community.

10. There is a bi-annual residential visit for pupils in Years 5 and 6. This is used to promote a wide range of skills, including, social, geographical and physical skills, and citizenship. This year pupils visited Lyme Regis and engaged in activities such as abseiling and trampolining. They visited a fossil museum and took part in a sand castle competition. All pupils had to keep a diary as part of the experience. They had to learn to live as part of a community working and living together. There were several schools involved, so pupils had to mix across a wider community. All pupils thoroughly enjoyed the occasion and were keen to talk about experiences such as room inspections, the choices they had to make and the opportunities for football and tennis.

11. The school's links with the church extend to the vicar taking part in activities such as the school's Victorian day, which was held last year. Like the rest of the school, he was dressed in costume and took part in the activities. Pupils attended the Taunton museum to extend their studies on the Victorians and also visited Blaise Castle museum, where they dressed in Victorian costume and were taught by a 'Victorian schoolteacher'. They also visited Caerleon in Wales as part of their study of the Romans.

12. The school uses extra-curricular activities well to promote pupils' personal and academic development and their involvement in the community. For example, there is a school choir, which sings to the local senior citizens at Christmas time, and a country dancing group which takes part in local community and school events. There is a church club run by two governors. A small group of pupils are learning Spanish after school and were keen to demonstrate to inspectors the phrases they knew and understood. The headteacher is keen to provide extra-curricular activities for all pupils, so there is football and Fun French for pupils across the school. There is also a recorder club and netball.

13. Pupils have the opportunity to learn to play cricket, and a Somerset cricket coach leads this activity. Pupils are encouraged to take part in competitive sports, and some teams have won cups for football and netball in local school tournaments. The school proudly displays photographs of its sporting achievements.

14. The school gives pupils good opportunities to develop personal responsibility. They have been involved in a charity shoebox collection for children in Eastern Europe and have taken part in a concert to raise money for pupils in Malawi. Through the school's council, pupils have organised for a 'buddy bench' to be placed in the playground. Any pupil who is lonely can go and sit there and there are always pupils responsible for befriending anyone they see sitting on the bench. Pupils have responsibility for a variety of tasks around the

school. For example, two pupils from the Year 5/6 class sit at each table at lunchtime and are responsible for looking after the younger pupils on the table. They often take younger pupils back to their classes after lunch and some are involved in tidying up after lunch and putting furniture away. Some pupils are involved in tidying the books in the library whilst others prepare the hall for assembly by operating the overhead projector and the compact disk player, and controlling the flow of pupils in and out of the hall.

### **Provision for pupils with special educational needs is good.**

15. There are 26 per cent of pupils on the school's register of special educational needs, which is slightly above the national average of 23 per cent. There are 12 pupils on stages three to five of the register, of whom two have a statement of special educational need.

16. The provision for pupils with special educational needs is good. It is well led by the co-ordinator, who has revised the policy for special educational needs to take account of the new Code of Practice. The stages are clearly defined, with specific criteria set for each stage. The co-ordinator meets weekly with the learning support assistants and provides training for them so they can fulfil their roles within the classroom. She ensures they are deployed well, either in giving individual pupil support or in working with a group. Additionally, she liaises regularly with the governor for special educational needs to ensure that she is up to date with all new developments. The co-ordinator also ensures that all teaching staff are involved in reviews of pupils' individual education plans, a process carried out on a termly basis. These mainly set clear and specific targets, and there is evidence of pupil involvement and parental comment on most of these plans. The co-ordinator has a clear development plan for special educational needs and is aware that the school's changing needs has to be reflected in it. For example, the Reception class next year will be larger and this will have implications for support. Moreover, the learning support assistants need to be deployed according to the number of pupils with special educational needs in each class. The co-ordinator evaluates her plans to ensure that necessary work has been carried out and that pupils' needs are fully met.

17. As part of their training the learning support assistants have had experience of the use of information and communication technology (ICT). Several have already been on courses and the headteacher has run groups within the school, for example on the use of the digital camera. He also ensures that they are fully familiar with what is going on within the school by sharing the school improvement plan with them. Some have attended the course for early literacy support and work with small groups of pupils to improve literacy skills. They work well in the classrooms with pupils. For example, in a literacy lesson in Year 5/6, lower attaining pupils were encouraged and supported by the learning support assistant, who gave them the confidence to speak up during the whole class introductory session. In almost all literacy and numeracy group activities the assistants are responsible for working with a small group of pupils. They know the tasks they are expected to carry out, and give the teacher verbal feedback on pupils' performance. Most keep diaries to record the outcomes of the work that has been done. Pupils are well supported across the full range of special educational need. For example, in the Reception class a child with speech problems is well supported by the class teacher and learning support assistant.

18. As a result of the good support they receive, pupils with special educational needs make good progress. The school has maintained the good provision, which was identified in the previous report.

## WHAT COULD BE IMPROVED

### **The leadership and management of the headteacher, in order to provide clear direction to the school's work and increase staff confidence.**

19. The leadership and management of the headteacher is unsatisfactory overall, because although he has made improvements across the range of the school's work he has failed to provide clear educational direction for the school and has lost the support of some of his staff.

20. The headteacher has been in post for about 15 months, and in that time he has succeeded in bringing about a number of changes which have improved both the fabric of the school and pupils' pastoral and academic development. For example, the headteacher teaches information and communication technology (ICT) to all pupils across the school on a weekly basis. He has improved the resources, increasing the number of computers from five to thirteen, and provides some of the training for staff. The learning support assistants in particular reported that the training had been helpful. Subject managers for English, mathematics and science have been given opportunities to monitor work in their subjects and time to attend courses in order to extend their expertise. In terms of pastoral care for pupils, the headteacher has set up a school council, improved the school environment and increased the range of extra-curricular activities, ensuring that pupils in Years 1 and 2 can participate.

21. However, several staff have expressed a lack of confidence in his leadership, which is lowering staff morale. There are several reasons for this. The headteacher set up a senior management team soon after his arrival in school but as a team they are not providing a clear focus or strategic direction for the work of the school. There are no clear agendas for their meetings and they are not involved in decisions affecting the long-term direction of the school. The headteacher undertook some monitoring of teaching soon after his arrival but there is no evidence that issues raised have been followed up, either to give support or to check that targets have been met. There is some evidence that performance management is taking place in that individual targets have been set and time scales agreed for most teachers but time scales have not been adhered to, and no observation of teaching has been carried out as part of the process. Although staff have attended courses in support of their targets in order to improve their expertise, little use has been made of this to promote whole school initiatives. The management of staff meetings, and agendas for these, regularly fall to more senior members of staff who, although they are happy to take on the task, find the burden increasingly onerous. Job descriptions have not been updated to meet the school's changing needs or co-ordinators' changing roles. Staff are concerned that curricular information is not disseminated and that they do not receive relevant resources or curricular updates. The school development plan, which sets the school's priorities for development, does not clearly or specifically indicate either the criteria by which success will be judged or how progress towards it will be monitored and evaluated. Although the headteacher has attended courses to improve his expertise in budgeting, he has yet to become fully involved in this aspect of managing the school. The chair of finance and the administrative officer provide very good support in this context.

22. Governors have been aware that there have been problems regarding staff morale and a lack of confidence in the leadership, but have been slow to act in order to improve the situation.

23. These issues need to be addressed if staff confidence in the leadership is to improve.

## **Writing in Years 1 and 2 and opportunities for extended writing in all areas of the curriculum across the school.**

24. The school is aware of the weaknesses in writing in Year 2, in particular the fact that rarely do any pupils attain the higher Level 3 in their writing. The school has sought outside help and support and has put into practice a range of strategies in an effort to improve writing. For example, all pupils now have termly writing assessments, which are carefully marked by teachers to assess strengths and weaknesses. This information is used to set individual writing targets for pupils. The school has also introduced a new writing policy and scheme of work. A recent review of writing, undertaken by the school, indicated that pupils were developing their imaginative skills well but that basic skills such as grammar were lacking. The school carries out regular spelling tests and handwriting practice as part of its work to address this. Most of these initiatives are too new to have made an impact on the work of pupils now in Year 2. Currently none of these pupils is working at the higher Level 3 in their writing.

25. Evidence from a review of pupils' work and lessons observed during the inspection indicates areas for improvement and a need for greater consistency. During the inspection, the written work of all pupils in Year 2 was looked at in detail. This showed that teachers were providing a good range of writing activities and that this was effective in terms of securing a good amount of written work. However, although teachers regularly mark work and give praise, marking is not clearly focussed on correcting work in such a way that pupils are involved in improvement. Pupils are left to repeat the same errors in spelling and punctuation. For example, spelling mistakes are regularly corrected by the teachers but this practice alone does not help pupils to spell the words correctly next time. Pupils are not involved in corrections, and there is no suggestion that they focus on at least a few of those to improve their spelling skills. Although pupils have regular spelling tests, which they complete with good levels of accuracy, they do not transfer this competence to their day-to-day writing. Their knowledge of spelling patterns or conventions is not well used to help in this context. Additionally, there is little evidence in any of the work seen that the school puts a great deal of emphasis on the use of capital letters and full stops in pupils' writing. An example of this was noted in a literacy lesson in the Year 1/2 class. A group of pupils were writing short sentences to include words from their list of spellings. None of these pupils was using capital letters at the beginning of the sentence and no one was encouraging them to do so. However, when it was suggested to one pupil that she might have forgotten something at the start of each sentence, she immediately knew what was meant and set about correcting her errors.

26. There was little evidence of an emphasis on helping pupils to attain at the higher Level 3, and on encouraging them to present their writing in a clear, organised and imaginative manner. Few were using capital letters and full stops consistently and they do not appear to be encouraged to use vocabulary for variety and interest, although this is planned for in lessons. Additionally, there are too few opportunities for pupils to be involved in a review of what they have written, in order to improve their work. In spite of regular handwriting lessons involving joined writing and the use of ascenders and descenders, very few pupils use joined writing in their class work, which they need to do to achieve Level 3. Attention to these areas would help to improve pupils' writing and enable them to achieve at higher levels.

27. The school does not make good use of writing across the subjects of the curriculum to give pupils opportunities to explore different forms of writing and to write in a variety of contexts, for example empathic writing in history.

28. Much of the work in these subjects involves the use of worksheets where pupils insert the correct words or phrases. Only occasionally is there evidence of extended writing being

used in other subjects, for example where pupils in the Year 5/6 class were writing about country life for a Victorian child. Apart from this instance, and a very few others, there is very little written evidence for work in these subjects. The school needs to look at how to enliven the curriculum by developing opportunities for extended writing across the curriculum.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to raise standards and enable pupils to make better progress, the governing body, headteacher and staff as a whole school team need to:

- Improve the leadership and management of the headteacher, in order to provide clear direction to the school's work and increase staff confidence by:  
*(Paragraphs: 17, 19, 20, 21)*
  - \* discussing fully and openly the issues which have led to the staff's lack of confidence in the head teacher's leadership and fully agreeing how these can be addressed;
  - \* ensuring that all those involved in the management of the school are given clear guidelines for their roles and are fully involved in the strategic planning for the school;
  - \* ensuring that the school sets clear and measurable success criteria in the school improvement plan and regularly reviews, in an analytical way, its progress towards meeting them;
  - \* updating co-ordinators' job descriptions to ensure they meet the school's changing needs and reflect the co-ordinators' changing roles;
  - \* ensuring that performance management is securely in place and that it is used rigorously to improve staff confidence and expertise.
  
- **\*\*Improve writing in Year 2 and opportunities for extended writing in all areas of the curriculum across the school by:**  
*(Paragraphs: 24, 25, 26, 27, 28)*
  - \* marking pupils work in such a way that they are clear about what they need to do to improve, and ensuring that this leads to improvement in their work;
  - \* focusing on helping pupils to develop their use of imaginative and interesting vocabulary;
  - \* developing opportunities for extended writing across the curriculum;
  - \* encouraging pupils to use capital letters and full stops so that it becomes a natural part of their writing;
  - \* encouraging the use of joined handwriting in all the work;
  - \* ensuring that spellings the pupils have learned, and spelling patterns they have been taught, are used in their day-to-day written work.

*\*\*This is already identified as an area for improvement in the school improvement plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
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
<b>Number</b>	0	1	8	4	0	0	0
<b>Percentage</b>	0	7	62	31	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 seven 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)	134
Number of full-time pupils known to be eligible for free school meals	12

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	34

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	17
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	10	2	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	11	11
Percentage of pupils at NC Level 2 or above	School	75 (74)	82 (84)	92 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	11	11
Percentage of pupils at NC Level 2 or above	School	75 (68)	92 (89)	92 (89)
	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	14	7	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	18	21
Percentage of pupils at NC Level 4 or above	School	95 (74)	86 (70)	100 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	19	20
Percentage of pupils at NC Level 4 or above	School	95 (74)	90 (74)	95 (74)
	National	72 (70)	74 (72)	82 (79)

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

\*Where the numbers are omitted from the table of results at the end of Year 2 and Year 6 it is because there were fewer than 10 boys or 10 girls in the year group.

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

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	<b>Fixed period</b>	<b>Permanent</b>
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)	5.4
Number of pupils per qualified teacher	18.7
Average class size	26.2

#### **Education support staff:**

##### **YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	135

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	<b>2000/2001</b>
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	<b>£</b>
Total income	309036.00
Total expenditure	292987.00
Expenditure per pupil	2237.00
Balance brought forward from previous year	32333.00
Balance carried forward to next year	46281.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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  
Number of questionnaires returned

134
76

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	69	25	4	2	0
My child is making good progress in school.	59	34	7	0	0
Behaviour in the school is good.	53	44	1	0	2
My child gets the right amount of work to do at home.	51	44	3	2	0
The teaching is good.	62	30	3	0	5
I am kept well informed about how my child is getting on.	47	41	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	76	22	1	0	0
The school expects my child to work hard and achieve his or her best.	64	30	4	0	2
The school works closely with parents.	50	37	7	1	5
The school is well led and managed.	50	37	3	5	5
The school is helping my child become mature and responsible.	58	33	8	0	1
The school provides an interesting range of activities outside lessons.	54	36	4	4	2