

INSPECTION REPORT

ST JAMES CE VC PRIMARY SCHOOL

Longdon, Nr Rugeley

LEA area: Staffordshire

Unique reference number: 124260

Headteacher: Mr R Davies

Reporting inspector: Ms S Billington
4343

Dates of inspection: 30th April – 1st May 2001

Inspection number: 197202

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Brook End
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Staffordshire

Postcode: WS15 4PL

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Appropriate authority: The governing body

Name of chair of governors: Revd John Allan

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small primary school with 110 pupils on roll; there are roughly equal numbers of boys and girls. Pupils are taught in four classes, with an average of 28 in each. All pupils are white; two speak English as an additional language and one of these is in the early stages of language acquisition. A very small proportion of pupils – about three per cent - is eligible for free school meals.

The proportion of pupils with special educational needs is low at about six per cent. However, almost all of these have significant learning difficulties or physical disabilities and the proportion with statements of special need is above average.

Most children have pre-school experience at local playgroups before starting school. On entry, their levels of skills and understanding are above average.

HOW GOOD THE SCHOOL IS

Overall the school is effective. Standards achieved by eleven-year-olds in English, mathematics and science are consistently above national averages and above those of schools with a similar intake. Standards attained by seven-year-olds are more variable; standards in reading are generally good but a significant proportion of pupils should be achieving more in writing and mathematics. Teaching of the youngest children in the reception class and of seven to eleven-year-olds in Years 3 – 6 is good. Teaching of six and seven-year-olds in Years 1 and 2 is broadly satisfactory but expectations of what the older children might achieve are too low. The governing body is well organised and supports the school well. Leadership by the head and staff is satisfactory but there is a need for greater rigour in evaluating the effectiveness of the school's work. The school gives satisfactory value for money.

What the school does well

- Eleven-year-olds achieve well in English, mathematics and science
- Teaching in the reception class and in Years 3 – 6 is good
- Children get a good start to school and make good progress in their learning
- Pupils behave very well and have very good attitudes to learning
- Provision for pupils' personal development is good

What could be improved

- The standards achieved by seven-year-olds in writing and mathematics
- Standards in, and provision for, information and communication technology (ICT)
- Systems for assessing and tracking of pupils' progress

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and since then has made satisfactory improvement overall. There has been an improvement in the standards achieved by eleven-year-olds in English, mathematics and science. Standards attained by seven-year-olds have been more erratic; although there has been an overall improvement and test results have often been above national averages, there was a dip in 2000. Most weaknesses identified in the last inspection have been addressed. There is now a teacher nominated to cover the absence of the headteacher. Curriculum policies and schemes of work were completed but are now in the process of revision because of changes in National Curriculum requirements. The homework policy was completed but this area still needs some work to ensure consistency of approaches to homework. Assessment remains a weakness as it was in the last inspection.

STANDARDS

The table shows the standards achieved by eleven-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	A*	A	A
mathematics	A	A*	A	A
science	A	A*	A	A

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

Cohorts are small; usually no more than fifteen pupils take national tests at the ages of seven and eleven. However, results achieved by eleven-year-olds over the past three years have been consistently well above averages and at times in the top five per cent of schools nationally. In 2000 around half the pupils gained higher levels in tests in English and mathematics and three quarters reached higher levels in science. Overall girls achieve higher levels than boys, although this varies from year to year. In mathematics however, girls' performance is consistently very strong and better than that in English. The inspection findings bear out the test results, finding standards good in English, mathematics and science.

Results of tests taken by seven-year-olds have been more erratic. Although generally above national averages, there is some variation and there was a dip in 2000. This was largely due to the fact that no pupils reached above average levels in mathematics and writing tests. Girls' performance has been better than that of boys over the past three years but there is some variation due to the differing composition of the various cohorts. The inspection found that standards in reading are good with the majority of pupils reading accurately and with good expressions. However, standards in mathematics and writing are at broadly average levels for almost all pupils; many higher attainers and some average attaining pupils are not achieving the standards that they should.

The youngest children make good progress so that almost all reach the targets set in all areas of learning by the time they move into Year 1. Many are already working in the early stages of the National Curriculum in aspects of English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are keen and attentive in lessons and work with good concentration.
Behaviour, in and out of classrooms	Very good in lessons and around the school.
Personal development and relationships	Very good. Pupils readily take on responsibilities and work very well together.
Attendance	Very good; attendance levels are well above national averages.

Children develop good work habits as they go through the school and the oldest pupils are mature, confident and well prepared to move on to the secondary school.

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.

In seven out of ten lessons teaching is at least good; three out of ten are very good. Teaching of the youngest children and of the seven to eleven-year-old pupils is always good and at times very good. Teaching of the five to seven-year-olds is broadly satisfactory but there are some weaknesses; the main weakness is the lack of challenge for higher attaining, and at times some average attaining, seven-year-olds.

Teachers working with the under fives and seven to eleven-year-olds have high expectations of what children might achieve. Lessons are well organised; teaching is purposeful and conducted at a brisk pace so that learning builds effectively on what pupils already know and can do.

Literacy and numeracy are taught well to the under fives so that children have a good base of skills when they move into Year 1. Teaching of literacy and numeracy is also good for the seven to eleven-year-olds, with good opportunities for pupils to apply their skills in subjects across the curriculum. In planning and teaching for five to seven-year-olds, insufficient use is made of the guidance in the national literacy and numeracy strategies to focus teaching on the consistent improvement of children's skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Curriculum provision is good for the youngest children and those in Years 3 – 6. It is carefully planned, but does not always meet the needs of all pupils in Years 1 and 2.
Provision for pupils with special educational needs	Good. Pupils get a good level of individual support and make good progress.
Provision for pupils with English as an additional language	There is no specific provision for pupils learning English as an additional language. They are well supported in classrooms and make good progress in their communication and literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school functions well as a supportive community in which pupils are encouraged to appreciate the needs of others and to learn about a range of traditions and cultures.
How well the school cares for its pupils	Good attention is paid to pupils' safety and welfare but there is a need for staff to be updated on child protection procedures.

The curriculum offers a good range of opportunities for pupils to learn through a variety of interesting experiences. Not all aspects of ICT are taught and this has an impact on pupils' achievement in this subject. There are inconsistencies in assessment procedures and there is not enough information available to track the progress of individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. All staff work hard to fulfil their responsibilities but the lack of a permanent co-ordinator for English and ICT is having an impact on the quality of provision for these subjects.
How well the governors fulfil their responsibilities	Governors are well organised, well informed and provide good support to the school. All their statutory responsibilities are fulfilled.
The school's evaluation of its performance	This is in the early stages. Monitoring procedures are being introduced but there is a lack of information with which to evaluate the school's strengths and weaknesses.
The strategic use of resources	Resources are used well throughout the school.

The school runs well on a day-to-day basis and there is planning in place for school improvement. Expenditure is carefully planned to ensure best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress • Teaching is good • Behaviour is good and children are expected to work hard • The school welcomes parents and has a strong 'family feel' • Children are encouraged to take responsibility and to learn to care for others 	<ul style="list-style-type: none"> • The range of activities outside of lessons • The information that they get about their children's progress • The consistency of homework

Inspection findings largely support parents' positive views. The range of extra-curricular activities is limited to football and netball and occasional opportunities to participate in choir and recorder groups; the school is seeking to extend the range of clubs offered. Parents have good opportunities to find out about how their children are getting on but at times the school could be more pro-active in informing parents as to how concerns about individual children have been followed-up. Homework is set throughout the school and at times is used well to support work in lessons. However, the setting of homework for the older pupils is inconsistent.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Eleven-year-olds achieve well in English, mathematics and science

1. Results attained by eleven-year-olds in national tests in English, mathematics and science have shown a generally upward trend over the past four years. In 2000, almost all pupils reached at least average levels in English and mathematics tests with about half of pupils attaining higher levels. In science, all pupils reached average levels and three quarters achieved higher levels. Overall results were well above those of schools with a similar intake.
2. The inspection found that pupils make good progress throughout Key Stage 2¹ as a result of good teaching and in particular the high expectations of their potential to achieve well. Their skills in literacy and numeracy steadily improve and there are good opportunities for them to use and apply these skills across the curriculum.
3. In English, eight and nine-year-olds learn to use a good range of vocabulary and to vary sentence structure to create interest for the reader. They learn to plan their work and to draft their initial ideas and use story planners as a basis for some extended writing. Many begin to introduce dialogue and to write from a range of perspectives. Older pupils undertake some challenging work on a range of texts, for example in analysing character and events. By the age of eleven pupils make good use of strategies that they have been taught and show understanding of, for example, the importance of an interesting opening line in a story. Language is used for effect: 'anxiously we pushed open the gates'. Work is well presented, commonly used words are spelt correctly and most pupils make use of a range of punctuation and grammatical structures showing an awareness of both accuracy and impact. Reading habits are well established. Work in the literacy hour introduces pupils to a wide range of texts; they are encouraged to read regularly at home and to write book reviews and produce their own versions of the 'blurb' on book jackets. The oldest pupils enjoy a variety of books and authors from Frances Burnett to Jacqueline Wilson and express and explain their preferences for particular types of reading material, such as adventure or suspense.
4. Work in mathematics shows a good grasp of place value; eleven-year-olds work with high numbers and use brackets for calculations when, for example, they multiply by 10 and 100. Pupils develop a good understanding of the relationship between fractions, percentages and decimals, learning to calculate and convert from one mode to another. By the age of eleven they work confidently with vulgar and mixed fractions and explore the relationship between equivalent fractions. They have a good understanding of negative numbers. Work on aspects of space and measure is often challenging and pupils readily tackle activities on reflective symmetry and calculation of the perimeter and area of a variety of shapes. Higher attainers calculate area and volume using formulae. Numeracy skills are used well in data handling as pupils plot and compare census information from Italy and the United Kingdom or the attendance figures at football matches.
5. A good range of work promotes pupils' understanding of all aspects of science. Pupils learn to accurately describe their observations and to predict and evaluate the

¹ Key Stage 2 refers to the seven to eleven-year-olds taught in Years 3 – 6.

outcomes of experiments. Their knowledge is steadily built upon so that, for example, nine-year-olds draw, label and describe the functions of parts of a plant while the oldest pupils describe the processes of fertilisation and pollination. Eleven-year-olds demonstrate good knowledge of physical change through processes such as evaporation and condensation. They are aware of the impact of different types of forces and create electrical circuits describing the need for insulators and conductors. They have an understanding of the conditions needed for a fair test and, when given the opportunity, use this to make decisions about how to conduct experiments.

Teaching in the reception class and in Years 3 – 6 is good

6. Teaching in the foundation stage² is always good and sometimes very good and a key factor in the good progress that the children make. Children are well managed and the classroom is well organised to engage their interest. A good range of practical activities is planned to enable children to learn through play, exploration and a high level of interaction with adults. The teacher also uses whole class and group sessions well to explain and demonstrate key ideas so that children get a good grounding in basic skills in literacy and numeracy. This was evident in a numeracy lesson where children were practising counting to 20 and back to zero. This led to some work on practical addition by counting on from a specific number; the teacher drew attention to the different strategies used by children to arrive at answers so that they began to understand that there are a range of methods for calculation. Some work was very challenging, for example '42 count on 3' demonstrating high expectations of what very young children might begin to understand.
7. High expectations are also a key feature of lessons at Key Stage 2. In a lesson on shape with nine and ten-year-olds, pupils were encouraged to use and define accurate terms in describing shapes and to be precise in, for example, explaining the differences between regular and irregular shapes. This lesson, in common with others at Key Stage 2, was supported by detailed planning and clear learning objectives that were carefully explained to pupils.
8. Teachers have a good awareness of the levels of attainment of their pupils. Groups are carefully organised so that tasks set build on pupils' earlier learning. In another mathematics lesson with Year 6 pupils, calculations about various elements of time were carefully pitched to provide an appropriate level of challenge for a wide range of attainment – although there were only nine pupils in the group. This lesson, again in common with many others at Key Stage 2, was conducted at a brisk pace so that children were fully engaged and responded well to the sharp delivery. There was a good balance of questions, demonstration and direct teaching. The teacher made good demands on the pupils in asking them to explain how they arrived at answers; he used this to extend their thinking and also to support some incidental teaching about the most efficient methods of calculation.
9. In many lessons at Key Stage 2, teachers create good opportunities for pupils to use their skills in literacy and numeracy in subjects across the curriculum. In a science lesson with nine, ten and eleven-year-olds, pupils investigated different types of forces and represented their findings in graphs. Skills in data handling were also promoted well when pupils used census data from Italy and the United Kingdom and showed the comparative increase in populations in line graphs. Eight and nine-year-olds labelled

² The foundation stage refers in this instance to children from the time they start school in the reception class to the start of Year 1.

plans for designs and then wrote clear evaluations of the end products, considering how they might be improved.

Children get a good start to school and make good progress in their learning

10. The youngest children in the foundation stage benefit from good quality classroom provision, a carefully planned curriculum and good teaching. They make good progress in learning in all areas and the majority exceeds the targets set as early learning goals for children at the end of the foundation stage.
11. Children benefit from starting school in small groups, joining an established class and attending part-time in the early stages. As a result they settle readily into school and quickly adjust to classroom routines and expectations. Their levels of knowledge and skills are carefully assessed in the first half term of school so that the curriculum is planned to build on what they already know. The information from this initial assessment is also being used to track the progress that children make through the year so that the school can evaluate the overall effectiveness of the provision for this stage.
12. The curriculum is planned to cover all the required areas of learning and incorporates elements of the national literacy and numeracy strategies so that children gradually adjust to the approaches that they will encounter at Key Stage 1³. Teachers' planning includes clear objectives to help to focus teaching and these are also outlined on guidance sheets for adult helpers so that they are clear about the purpose of the activities that they support. Work planned for most areas are linked by an overall theme to enable the children to make links in their learning. During the inspection the theme was 'flight' and this incorporated a wide range of activities to enable early learning about stories and aspects of history and science. The children listened to and illustrated the legend of Daedalus and Icarus, learned about hot air balloons and the flight of the Montgolfier brothers and were introduced to some of the principles of flight. The level of much of the work was challenging for this age group but made meaningful to the children by practical activities such as making and trying out their own hot air balloons and experimenting with ways in which air can make things move.
13. The classroom is attractive and well organised with a wide range of activities to engage the children's interest and support their learning. Good opportunities for role play enable children to develop their spoken language and to work together in small groups. A 'rocket', together with spacesuits and control equipment, was used enthusiastically and provoked some searching questions from the children about how it was constructed and how it would fly. A good range of materials and opportunities to learn a variety of techniques allows children to experiment with colour, texture and tone in creating two and three-dimensional images. Children's knowledge and understanding of the world is promoted as they observe the growth of plants and learn some of the potential uses of ICT.
14. Teaching sessions are well organised to ensure a good balance of whole class teaching, work in small groups and time for children to make their own choices where they will work. There is a very good adult-child ratio; in addition to the teacher and a full time classroom assistant there are regular parent and community volunteers so that small group activities are well supported. This promotes focused discussion and encourages the children to describe their experiences and ideas. For example, as they

³ * Key Stage 2 refers to five to seven-year-olds in Years 1 and 2

made and decorated their hot air balloons they used expressions such as “that’s really strong” and “this will make it not smudge”. The vocabulary used by the adults begins to be taken on by the children; when a balloon burst while being inflated to use in an experiment, a child said quickly “that’s over-pressure!”

Pupils behave very well and have very good attitudes to learning

15. Throughout the school pupils’ behaviour is very good. They respond readily to adults’ instructions and requests and move around classrooms and the school building in a calm and orderly fashion. At the start of the school day they make their way promptly into classrooms and immediately settle to routine activities such as practising handwriting or making lists of spellings to learn. The start is purposeful and well organised to promote good work habits in the children from the earliest stage.
16. The youngest children quickly learn to listen attentively to the teacher; as she read a story from a big book they were confident in commenting on the pictures and asking questions about words that they did not understand. Children work with good concentration and a high degree of interest in group activities, as they showed when they created designs for their ‘hot air balloons’ and worked with an assistant to investigate how a balloon filled with air will travel. Children were confident in offering their observations and speculating about the outcomes; they listened to others’ ideas and suggestions and readily took turns in helping to set up the experiment.
17. These early collaborative skills are built upon as pupils move through the school. Seven-year-olds spoke about how much they enjoyed practical activities where they worked together to design and make a product or played board games in mathematics. Eight and nine-year-olds listened attentively as pupils read poems about their parents’ ‘sayings’, showing particular appreciation of the expression that some introduced as they quoted phrases commonly used at home! Nine and ten-year-olds working on identifying lines of symmetry worked in pairs and small groups, comparing their ideas and showing each other what they had found. These older pupils are very eager to share their knowledge and thinking and there is scope to create more opportunity for this, by, for example, allowing them to plan their own investigations in mathematics or science rather than defining how the work will be undertaken.
18. Pupils of all ages play happily together in the playground. The oldest pupils act as playleaders on a rota basis, taking it in turns to organise games for the youngest ones. All pupils share equipment and join in group activities and obviously enjoy each others’ company at playtime. Pupils regard the school as friendly and caring; a recent arrival spoke about how she was made to feel very welcome from the start so that she could settle in quickly and ‘keep learning’. Pupils with some very specific special needs are readily integrated into all activities; their peers sensitively make allowances for any disabilities and ensure that they take a full part in games and group tasks.
19. The oldest pupils are mature and sensible and well prepared to move on to the next stage in their education. They spoke positively about what the school has offered them, feeling that the level of work that they are given is ‘just about right’, enjoying a degree of challenge because they have to use their brains and appreciating the range of subjects that they study.

Provision for pupils’ personal development is good

20. The school has a very strong positive ethos and functions very effectively as a community. There are good opportunities for pupils’ to develop an awareness and

understanding of the needs of others and to learn about a variety of traditions and cultures both within the local community and in the wider world.

21. Adults are very positive role models for the pupils who respond readily to their guidance. Pupils are very clear that teachers always ask them to consider why they should (or should not) behave in certain ways so that they understand the reasons for rules. In a lesson with eight and nine-year-olds, for example, the teacher carefully explained that 'discussion' as they worked was often useful to learning, whereas 'chat' was potentially distracting and not helpful. Staff treat pupils with respect, taking their views and contributions seriously. As a result, pupils are not afraid to venture an opinion or to make a mistake; they are praised for trying while at the same time having an error explained.
22. A well structured rewards system recognises a range of achievements on a personal as well as an academic level. Pupils appreciate the way in which efforts are rewarded; in an assembly there was spontaneous applause for two pupils who had gained certificates for completing three 'gold cards'. Pupils' 'well done' cards are on display in some classrooms, reminding children of their various achievements over time.
23. Pupils take part in a range of fundraising activities and learn about the difficulties faced by others less fortunate than themselves. They have good opportunities to learn to work as a team, participating in local competitions and performing in productions that involve the whole of the school. Parents spoke very positively about these types of experiences, feeling that children develop confidence and are often motivated to continue with performance, music and sporting activities when they move to the secondary school. Pupils have also participated in an African arts concert and celebrations for World Book Day, events that increase their understanding of cultural diversity.
24. The school has strong links with the local church and plays an important role in a range of community events. This was evident in the 'May Day' celebrations when all the pupils paraded around the village and then took part in a festival of traditional dance - an event established over some sixty years. All children were involved; the oldest pupils played key roles as the May Queen and her attendants; the very youngest, who had only just started school, carried baskets of flowers in the procession and were carefully guided by their older companions. The whole of the village was invited and many members of the community attended, as they also do when the school uses the church for special services at Easter and Harvest time.

WHAT COULD BE IMPROVED

The standards achieved by seven-year-olds in writing and mathematics

25. In national tests taken by seven-year-olds in 2000, almost all attained at least expected levels in all areas. However, the proportion attaining higher than average levels were low in reading and no pupils reached higher levels in writing or mathematics. Work seen during the inspection indicates that higher attaining and some average attaining pupils are not making consistent progress in their learning in writing and mathematics and consequently do not achieve as well as they should.
26. Written work covers a reasonable range, but the progress that children make is not consistently maintained. For example, pupils may learn to write a clear and structured account with handwriting well formed and joined but a few weeks later may revert to recording ideas in a few sentences using print. For children who have begun to write at

length, errors in writing common words often persist and these are not picked up and consistently corrected. Practice in skills is often identical for all pupils and at times is too difficult for lower attainers, but for higher attainers means that they practise something that they have already learned.

27. In mathematics much of the work given to pupils is from a commercial scheme and is at the same level regardless of what they have previously learned. The result of this is that pupils are rarely stretched to work at higher than average levels. Higher attainers, for example, are usually working on addition and subtraction with numbers up to 100. They have limited experience of numbers beyond this, of the processes of multiplication or division, or of applying what they know to solve problems.
28. There are some weaknesses in teaching of the seven-year-olds that are largely linked to lack of information on what pupils have already achieved and a prediction of what they might be capable of achieving. The systems for assessment for mathematics, for example, are based on the completion of work in the commercial scheme and do not demonstrate the level at which they might be capable of working or the next stage in their learning. The expectations of what children might achieve are too low and this is another contributory factor in their not achieving as well as they should. There is a lack of focus on improving the quality of pupils' written work by teaching specific aspects of writing, for example how to create effect by good use of adjectives and adverbs.

Standards in, and provision for, information and communication technology (ICT)

29. Provision for teaching and learning of many aspects of ICT is limited. Until recently, the school has lacked the range of equipment necessary to teach even basic elements of the subject and as a result pupils' experiences have been limited.
30. Year 2 pupils have had very little experience of many aspects of ICT. They have limited knowledge of control and are not aware of how to programme toys such as a 'roamer'. Use of word processing is limited, except for pupils with special needs who, with some support, make effective use of computers to record their ideas.
31. Older pupils have an awareness of word-processing and eleven-year-olds are able, for example, to change font and to incorporate pictures with text. As with the younger pupils, they have limited awareness of control and little experience of multi-media presentations and monitoring. Their use of computers is very limited – partly because, until recently, the equipment was not available to enable regular access.
32. The school is aware of the need to increase the range of equipment and staff confidence and expertise in teaching this subject. Steps are being taken to improve provision and to ensure that teachers are trained to teach all elements of the subject.

Systems for assessing and tracking of pupils' progress

33. There is no whole school approach to assessment and record-keeping to track pupils' progress as they move through the school. Some strategies have been introduced recently to address this weakness; children's levels of attainment on entry to school are assessed using a standardised baseline scheme and there are plans to assess reception children again at the end of this academic year to check their progress. Standardised tests in English and mathematics have been introduced at the ends of Years 3, 4 and 5 as well as the national tests for eleven-year-olds at the end of Year 6. Some analysis of data from these tests is being carried out but this is in the early stages and the school currently has little information to evaluate the effectiveness of the curriculum and identify priorities for improvement. There is also no system in place for target-setting for individual or groups of pupils and again this has an impact on tracking progress and ensuring that pupils are achieving as well as they should.
34. Systems for on-going assessment as pupils move through the school are inconsistent. All teachers carry out and record some assessments but the nature of these vary. So, for example, in mathematics, attainment of pupils in Key Stage 1 is recorded on a checklist from a commercial scheme while the attainment of some older pupils is assessed against the objectives from the national numeracy strategy. There is no agreed approach for what information will be passed on as pupils change classes; this is a particular weakness when new teachers join the school and have little information on children's prior attainment on which to base their planning and teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the headteacher, staff and governors should now:

- (1) Raise standards in writing and mathematics at Key Stage 1 by:
 - taking full advantage of the guidance in the national strategies for literacy and numeracy to support planning and teaching;
 - putting in place a comprehensive system for assessment to provide information on pupils' attainment and progress;
 - ensuring that work builds on what pupils already know and can do;
 - putting in place a systematic approach to evaluate the standards achieved.
- (2) Improve the provision for and raise standards in ICT by:
 - continuing to improve the range of resources available to teach the subject;
 - ensuring that all aspects of the subject are taught;
 - continuing the programme of staff training to ensure that teachers are confident in teaching all aspects of the subject.
- (3) Put in place a whole school system for assessment and record keeping in order to:
 - systematically track progress as pupils move through the school;
 - provide information to evaluate the effectiveness of the curriculum and identify areas for development;
 - enable targets to be set and individual pupils' progress monitored to ensure that they achieve as well as they should.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	56	22	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)	110
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

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	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (95)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (95)	100 (95)	100 (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	6	5	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	91 (100)	91 (100)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	9	10
Percentage of pupils at NC level 4 or above	School	82 (100)	82 (100)	91 (100)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	87
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)	5.2
Number of pupils per qualified teacher	26.2
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	44

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	185,791
Total expenditure	173,637
Expenditure per pupil	1,737
Balance brought forward from previous year	8,590
Balance carried forward to next year	12,154

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	44	49	4	1	1
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	31	46	19	1	3
The teaching is good.	44	5	4	0	1
I am kept well informed about how my child is getting on.	39	36	22	1	1
I would feel comfortable about approaching the school with questions or a problem.	60	31	7	0	3
The school expects my child to work hard and achieve his or her best.	49	47	1	0	3
The school works closely with parents.	46	35	18	0	1
The school is well led and managed.	40	50	7	0	3
The school is helping my child become mature and responsible.	42	51	6	0	1
The school provides an interesting range of activities outside lessons.	24	44	19	6	7