

INSPECTION REPORT

ASHBY WILLESLEY PRIMARY SCHOOL

Ashby-De-La-Zouch

LEA area: Leicestershire

Unique reference number: 119975

Headteacher: Mr Haydn C A Wheeler

Reporting inspector: Dr Pauline Buzzing OBE
15849

Dates of inspection: May 7th and 8th 2002

Inspection number: 197319

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	County
School category:	Primary
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Packington Nook Lane Ashby-de-la-Zouch Leicestershire
Postcode:	LE65 2QG
Telephone number:	01530 413654
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Yvo Henniker-Heaton
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashby Willesley Primary School is situated on the edge of the market town of Ashby-de-la-Zouch. With 319 boys and girls aged four to 11 years, it is of above average size. Nine of the pupils are from ethnic minority backgrounds, and none has English as a second language. Some five per cent of the pupils are eligible for free school meals, and this is one third of the national average. The percentage of pupils who have special educational needs is one half the national average, at 12 per cent. They have a range of needs, including moderate learning difficulties, emotional and behavioural needs, and speech and language difficulties. Five pupils in the school have a Statement of Special Educational Needs, in line with the national average. The pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides well for its pupils. Standards are above average, and pupils achieve well during their time in the school. Teaching is good overall, so that the pupils learn well. Leadership and management are good, and the school has a clear vision for the future. Overall, the school provides good value for money.

What the school does well

- Pupils achieve well because of some good and very good teaching, and because of the good relationships within the school community.
- The school provides a good curriculum, so that pupils are interested in the work they do, have good attitudes to learning, and develop well as rounded individuals.
- The school is well led and managed. The headteacher provides firm leadership, and the governing body supports the school well.

What could be improved

- Although most teaching is good, some is satisfactory, and could be better, especially in English, where some weaknesses in teaching writing limit the pupils' attainments.
- Communication with parents is not as good as it could be.

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 responded well to its previous inspection of September 1997, so that improvement since that time has been good. Standards overall have risen at the end of Years 2 and 6, although the rise in mathematics and science results is more even than it is in English. The school is on course to meet its targets. The role of the co-ordinators has been developed, and policies and schemes of work are now in place in all subjects, with good action plans for literacy, numeracy and information and communication technology (ICT). Provision for the youngest children has improved, the only remaining issue being the play area, which needs improvement, but this will be addressed during the building programme, planned for later this year.

Provision for ICT has been improved, with a computer suite and an interactive whiteboard in place. There are workstations in the reception, Years 1 and 2 classrooms, and a range of expertise among the staff in the school. Reporting on ICT now meets requirements. The improved technology has helped pupils to develop more responsibility for their own work. Homework diaries indicate that research work is a regular feature in the school, and the residential trips begin with structured presentations, and then pupils add their own work, including photographs. Displays in the school show that they make full use of equipment, such as a digital camera.

STANDARDS

The table shows the standards achieved 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	B	E	B	C
Mathematics	B	B	A	A
Science	A	B	A	B

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

Standards at entry are average overall. In the national tests taken at the end of Year 2, the trend in the school's results since the last inspection has been broadly in line with the national trend, so that the school has maintained its above average performance. Results in reading, writing and mathematics in 2001 are above average, as are the teacher assessments for science. These results represent good achievement. More girls get better results in writing than do boys, but, otherwise, there is little difference in the results of the different sexes. In 2001, results in the national tests for pupils at the end of Year 6 are above the national average in English, and well above the average in mathematics and science, continuing the trend in line with, but above, the national average. In comparison to schools with similar proportions of pupils who are eligible for free school meals, results in mathematics are still well above average, those for science are above average, and those for English are in line with the average.

In work seen, standards are average by the end of the reception year, with many good features in the teaching, and in the pupils' learning, so that they achieve satisfactorily overall, and are well equipped to start the National Curriculum in Year 1. Good teaching ensures that the pupils cope well with the broader demands of the full curriculum in Years 1 and 2, with satisfactory achievement overall, so that standards are at least average at the end of Year 2, with particularly good achievement and strong features in mathematics and science. The good achievement in Years 3 to 6, results in standards that are above average, overall, at the end of Year 6. In English, the standards of current work are in line with recent test and examination results. Standards in reading, speaking and listening are well above average, but they are average in writing. Literacy at the school is satisfactorily developed, but there are occasional inconsistencies in marking and the approach to teaching spelling that result in some uncertainty among average and lower attaining pupils. The standard of work seen in mathematics is well above average. Numeracy is developed well, and the pupils use their good skills across the curriculum. Despite the good improvement in results, the school is not satisfied with current standards, and is constantly striving to improve. Inspectors agree with the school's judgement that standards could be higher in English; the action plan has made writing a focus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school. They are enthusiastic for their lessons, ask questions eagerly and quickly become involved in the tasks they are set.
Behaviour, in and out of classrooms	Good. Around the school and in lessons, the pupils behave well. They play well together, and no examples of unsatisfactory behaviour were observed during the inspection.
Personal development and relationships	Good. Pupils like responsibility and handle it well when they are given it. They co-operate well with each other from the very earliest years
Attendance	Very good. Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1-2	Years 3-6
Quality of teaching	Good	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.

Two out of every three lessons observed during the inspection were at least good, and no unsatisfactory teaching was seen. The school meets the needs of all pupils well, overall, but is particularly effective with higher attaining pupils. Although no firm judgement can be made about the quality of teaching in English, mathematics and science because of the limited sample of lessons, the satisfactory teaching tended to be seen more frequently in English than elsewhere. Teachers have good knowledge of the subjects they teach, they plan effectively and use resources well to help them in their teaching. Lessons are usually taken at a brisk pace and, as a result, the pupils concentrate on their lessons, put plenty of effort into their work and learn well. The teaching in mathematics is particularly good, and the school has taken on board the National Numeracy Strategy, using it well to move the pupils' learning forwards, so that they build solidly on what they know. In the teaching of literacy, there are some weaknesses, relating to the marking of pupils' work, which does not always play a full part in diagnosing weaknesses and telling the pupils what they need to do to improve, and in planning for different levels of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements, and the pupils receive a good range of interesting learning opportunities.
Provision for pupils with special educational needs	Satisfactory overall. Procedures are good, and the pupils' individual education plans are of good quality. When the pupils receive direct support, they do well. Planning in class lessons does not always address specific needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for each element, spiritual, moral, social and cultural, is good. Spiritual development is well supported by provision in the arts. The school makes good efforts to prepare pupils for life in a diverse society. Pupils recognise, understand and value their own cultural heritage, and learn to appreciate a wide range of cultures in contemporary British society.
How well the school cares for its pupils	Satisfactory. Arrangements for child protection are sound, and the school looks after the welfare of its pupils well. Staff show concern for pupils' individual circumstances and difficulties. Assessment is used satisfactorily to track the pupils' academic progress, but target setting is not systematically and consistently developed throughout the school.

The school's partnership with parents is satisfactory overall. Most parents make good contributions to their children's learning, and parents' views of the school are positive. The quality of the information provided for parents could be improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads well, and the deputy head teacher is an excellent role model as a leading mathematics teacher. Co-ordinators are now much more involved in monitoring and developing their subjects and areas.
How well the governors fulfil their responsibilities	Good. The governors are hard working and thoughtful, acting as the school's critical friends, and they fulfil their responsibilities well. All statutory requirements are met.
The school's evaluation of its performance	The school evaluates its performance well, and takes action that results in improvement. Analysis of data is good, and is being used well to identify areas that need development. Governors share appropriately in this process.
The strategic use of resources	Good. The principles of best value are applied well, and the educational benefits of spending are carefully analysed.

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 like coming to school, are making good progress, and the school is helping them to become mature and responsible. • Behaviour in the school is good. • The teaching is good and the school expects the pupils to work hard and achieve their best. • The parents would feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • They are not happy with the amount of homework their children are given. • They would like more information on how their children are getting on. • Parents would like a closer working relationship with the school. • They do not think the school provides enough activities outside lessons.

Several parents attached comments to their questionnaires, and the issues they raised were investigated. Inspectors agree with all the positive areas mentioned. Overall, they feel that homework is effectively used, but there are inconsistencies between classes, and sometimes the quality of homework tasks could be better. They think that the school provides an interesting range of activities outside lessons, although there is no monitoring of the take-up of activities to see which groups are heavily involved, and where the take-up is less. Inspectors judge that relationships with parents would be better if the quality of information to parents was improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well because of some good and very good teaching, and because the good relationships in lessons set up a positive context for learning.

1. Pupils enter the school with average levels of attainment, and by the time they reach the end of Year 6, they have achieved well and reach above average standards overall. This good achievement is the result of good provision, particularly, good teaching. There was a small percentage of unsatisfactory teaching at the time of the previous inspection. Now there is none, and most of the teaching observed during the inspection was good, or better than that, showing that the quality of teaching has improved. There are particular strengths in the teachers' knowledge of the subjects they teach, the planning of lessons, and in the way teachers use resources. In the best lessons, the good and very good teaching boosts the pupils' confidence, stimulates their interest and encourages them to put good levels of effort into their learning, so that they make good progress.
2. The teachers' subject knowledge is good, and they are enthusiastic about what they teach. In a Year 5 physical education lesson, the teacher participated fully in all the events leading to the pupils' Top Ten Awards certificate. The effect on the pupils was marked; they were enthusiastic, too, in their movements and keen to perfect them. They explained their recording sheets, and enjoyed the competitive element of the tasks. Where teachers are wholeheartedly involved in their teaching, their enthusiasm is infectious. In a reception class lesson, one teacher read the story of 'Jack and The Beanstalk' very effectively, held the pupils' attention, and this stimulated them to work well and make good progress.
3. In good and very good lessons, teachers use resources very well. In a very good Year 6 English lesson, the teacher made very good use of the whiteboard in helping the pupils to evaluate the style of an individual poet. Girls and boys were equally involved in this activity, and the teacher's positive feedback to the pupils encouraged them to participate even more, so that they gained in knowledge and confidence that poems have themes, repetition and formats. The lesson had both rigour and pace.
4. Good planning, where teachers have clearly thought out the stages of learning, results in good progress, where the pupils can build on what has gone before. This was evident in a Year 2 science lesson where the pupils experimented with a common material to see what happened when it was first heated and then cooled. The material was chocolate, so that the pupils were very attentive; they were fully involved in the experiments as the chocolate first turned to liquid and then hardened as it cooled. Lessons with older pupils show the same level of involvement that results from careful planning. A carefully planned physical education lesson for Year 5 pupils made good use of the pupils' numeracy skills as they measured the length of their jumps. All pupils participated fully, mainly due to the enthusiasm of the teacher, who acted as a good role model throughout the lesson.
5. Teachers interact with their pupils very well in the good lessons. This was evident in an outstanding mathematics lesson for the older pupils when the brisk pace ensured that concentration levels were very high, and the pupils made very good progress. The teacher was a particularly good role model in the way he used language, just enough words to explain what was wanted, so that the pupils' attention remained sharp. The ensuing task, looking at a mathematics problem, and showing how all the irrelevant words could be dispensed with to leave only what was needed to answer the question, was extremely well done, and involved the pupils in crossing out the unnecessary words. There was plenty of challenge for all the pupils, including the higher attainers.
6. Where these elements of knowledge, enthusiasm, planning, resources and interaction are combined, the impact on the learning is particularly effective. A well-planned Year 5/6 poetry lesson, based on 'Owl' by Pie Corbett, was taken at a brisk pace, using a whiteboard for the

teacher and individual whiteboards for the pupils. The teacher's thorough knowledge of and enthusiasm for the subject meant that the lesson was both rigorous and encouraging, so that the pupils built up their understanding of the themes and the way language was used, and made very good progress. In a mathematics lesson with the same year groups, first-rate knowledge of the subject, high expectations of what the pupils could achieve, careful planning and excellent use of number cards were coupled with very good use of time, so that not a moment was wasted. The teacher knew individual pupils well, and controlled the pace of learning, so that sometimes higher attainers were given free rein to answer first, and sometimes, he allowed time for others to think, telling the class, 'Don't hold up your cards until I tell you' or 'Put your hand down. Give the others a chance'.

The school provides a good curriculum, so that pupils are interested in the work they do, have good attitudes to learning, and develop well as rounded individuals.

7. The school's curriculum gives full coverage to the National Curriculum, and to religious education. It gives due weight to English, mathematics and science, as well as all the other subjects, and the quality and range of learning opportunities are good. As a result of this, and of the good teaching, the pupils enjoy coming to school. When interviewed, the pupils said that they could not think of any significant areas in which the school could be improved.
8. The pupils' attitudes to the school are among its strengths. In the 22 lessons observed during the inspection, in only one were the attitudes satisfactory; in all the others, they were good or better. In this way, the pupils are contributing to the good atmosphere for learning that is evident in the school. In lessons, the pupils' enthusiasm for school is evident from the start. Children in one reception class showed that they were happy and eager to learn in a language and literacy lesson. Although it was only their second term in school, the children listened well, and were happy and confident to speak up, and to take turns in answering the teacher's questions. This confidence among the pupils is evident in both the reception classes. In the other class, children created a series of sounds to accompany the story 'The Good Night Out'. They sat quietly and listened and each one chose an appropriate instrument to add to the sequence, and learned well.
9. As they move into classes for older pupils, they continue to answer their teachers' questions eagerly. In a Year 2 mathematics lesson, they were almost bursting to be asked about different shapes, because of the value the teacher placed upon their answers. This built their confidence, so that they redoubled their efforts, and many hands went up. In a Year 5 mathematics lesson, the pupils' concentration levels were very high, and they tried hard to estimate what likely answers to problems might be. There were good-natured groans when they estimated wrongly, and plenty of hands went up to answer the teacher's questions. In a Year 4 English lesson, pupils were eager to answer the teacher's questions on objects she drew out of a 'magic' box, and they listened intently to her reading of a poem, knowing that, later, they were going to read their own poetry to the class. Pupils from all groups were wholly involved in the activities and learned well.
10. The school provides a good range of activities to support the curriculum, such as trips and visits: to the National Forest, Ashby Castle, into the town for fieldwork; and to the Sikh temple and museum. There is a satisfactory range of extra-curricular activities, including gymnastics, netball, a skipping club, ICT for Year 6, art and pottery, which are offered on a rolling programme to involve as many pupils as possible, also recorders, drama, and other lunch-time groups. Visitors include history groups that recreate different eras, puppet groups, and an Indian dance company.
11. The provision for spiritual, moral, social and cultural development is good, and each element is well provided for. Assemblies are well planned, and incorporate a variety of activities to involve the pupils; they sing spontaneously and answer questions unselfconsciously. All members of the school community contribute well to the positive, reflective atmosphere in assemblies. Pupils enter quietly, and both teachers and the older pupils are good role models who gesture to each other, rather than interrupting the quiet flow of the music. In one assembly, the teacher

involved pupils very effectively, by asking them what they thought was the most important thing in the world. They had plenty of ideas, ranging from 'rock music' to 'humans' and 'love'. Pupils show respect for the occasion, especially for the prayer.

12. Pupils are aware of the school's rules and codes; they know what they can do and what they cannot. They play well in team games, and in one assembly, the teacher commended the football team for their fair play and modesty in a tournament the previous Friday.
13. Year 6 pupils expressed the view that the residential visits the school builds up carefully from Year 3 are good features. Photographs of this year's Year 6 trip to the Peak District and central Wales were displayed at the time of the inspection. The pupils value the chances they get to help younger pupils, and describe the atmosphere in the playground as 'much better at lunch-time when the little ones are there'.
14. The pupils work happily in a variety of different groupings, and work well with their peers. Year 2 pupils worked in mixed sex groups in their mathematics lesson, where they were recognising and naming cuboids, spheres, cones, cubes and cylinders. When two boys in one of the groups did not fully understand the task, the girls in the group explained it again to them. In the playground, the pupils play happily together. There is an orderly pattern to the play, although occasional arguments break out among the older boys. However, no isolation, bullying or oppressive behaviour was seen during the inspection, and parents agree that this is rarely a problem. When isolated incidents do occur, they are dealt with adequately.
15. Pupils develop good knowledge of their own culture, as they did in a Year 5 history lesson, where they learned how to play traditional games, such as marbles, jacks and hopscotch. The school's current focus on music of the 1950s has enlivened assemblies, and the pupils have enthusiastically enjoyed exploring music of that era. They also develop good knowledge of a range of cultures evident in Britain today; the school is aware that, as it is virtually a mono-cultural community, it has a particular responsibility to do this. Music now has a range of ethnic instruments, and the music co-ordinator makes a point of adding to this collection each year. There is a very good range of religious artefacts for the pupils to use, and visits to the Sikh temple and museum and to a synagogue ensure that pupils realise that various religious communities practise their faith in Britain today.

The school is well led and managed. The headteacher provides firm leadership, the governing body supports the school well, and middle managers now play a significant role in the school's improvement plan.

16. The overall quality of leadership and management from the headteacher and key staff is good, and plays a significant part in moving the school forwards. The governors play an important role in acting as critical friends to the school, and in ensuring that all statutory requirements are met. Preparation for the substantial building that is to take place at the end of 2002 includes an adequate carry-over of funds for additional furniture and equipment that will be needed.
17. The school has analysed the data from its national test results, and standards have risen steadily over the past five years, since the previous inspection. Rigorous analysis of data of each year group as a whole, and of boys and girls separately, has enabled co-ordinators and teachers to tackle areas of weakness, particularly in mathematics and science. The school has adopted the National Numeracy Strategy very successfully. The quality of leadership in mathematics is particularly good, and has had a marked effect on standards and progress.
18. The school has achieved this improvement by analysis of the data, careful consideration of areas of weakness and taking action to remedy them, and by giving staff confidence in their teaching of the subject, so that they really feel that they can make a difference to standards. There is a belief in the school that it is easier to teach mathematics than to teach English, and more than one teacher expressed this during the inspection. Whether or not this is true in fact, matters less than the teachers' belief that they can influence standards by the action they take, and by improving their own practice.

19. In English, the school has identified writing as a general area of weakness. The school volunteered for 'Intensive Support' in literacy, with a view to improving the quality of teaching in order to raise standards. A new action plan has just been implemented as a result of the findings of the intensive support.
20. Middle managers now play a more significant role in the school's work. The co-ordinator for special educational needs leads well, so that the specific support she and the classroom assistants provide is good. The policy is good, clear and well thought through, providing clear guidelines for both teachers and parents. Lack of time to monitor classroom practice means that this drops to satisfactory in class lessons. Plans are in place to allocate time to the SENCO from September 2002, in line with recommendations in the new Code of Practice.
21. Subject co-ordinators play important roles, and the three co-ordinators for reception, Years 1 and 2 and Years 3 to 6 lead the work for the appropriate parts of the age range. The school could benefit from more flexible approaches to using a wider range of expertise in setting, delivering and monitoring strategic priorities, and is considering how to tackle improvement in a more imaginative way, and benefit more effectively from the talents and energies of staff.

WHAT COULD BE IMPROVED

Although most teaching is good, some is satisfactory, and could be better, especially in English, where some weaknesses in teaching writing limit the pupils' attainments.

22. Writing and spelling are not systematically and consistently approached by all members of staff so that pupils do not always build on their learning. For example, regular, frequent mistakes are practised into the writing of even higher attaining pupils because teachers do not point out the errors to pupils. Whereas it would be discouraging for some lower attaining pupils if all their mistakes were indicated at once, regular, systematic approaches to teaching spelling through the marking of work are not evident.
23. In Year 2, the pupils have limited strategies for tackling their spelling, and these are not helped by inconsistent marking that does not correct commonly used words. Naturally, this causes confusion, so that pupils repeat the mistakes they have made. There is evidence of good achievement through Years 1 and 2 for most pupils – especially for higher attaining pupils. However, at times, the secure frameworks and strategies are missing. The support that regular and systematic marking, which diagnoses what is wrong, and tells pupils what to do to put it right, is not always evident.
24. Although marking provides regular praise for pupils, teachers do not always draw the pupils' attention to basic errors; the difference between 'practice' and 'practise', or the use of capital letters in the wrong place, are not corrected, even in the work of higher attaining pupils at the top of the school. Spelling errors made by average attaining pupils are sometimes missed. One pupil wrote, 'Sound is a type of nose that your ears can hear ... If you were death, you wouldn't be able to hear any sounds at all'. Even key words that pupils need for particular topics are not picked up. In one example, a Year 6 pupil misspelt 'gravity' as 'cravity', ten times on the same page and it was not corrected or indicated as wrong.
25. In Years 1 and 2, opportunities to reinforce sounds, when pupils read the captions in their 'big books', are sometimes missed, and there is sometimes no writing support, such as banks of commonly used words, on their tables or the walls. Pupils are not always aware that long words are divisible into syllables, and contain 'words within words' so that they do not use the strategy to help them to deal with words they do not know. The lack of systematic teaching, reinforced through marking, is evident, even in the work of Year 6 pupils, who do not routinely check their work, so that they make quite basic spelling errors.
26. Scrutiny of work shows that some higher attaining pupils write mainly accurately, with correct use of full stops and some speech marks, and that they can cope with alphabetical order, using

an index and reading comprehension exercises are above average. However, some higher attaining pupils show little difference in their writing between the sizes of lower case and capital letters. Average and lower attaining pupils fare less well, and the evidence shows that progress is more limited. Marking is not used as a diagnostic tool to improve handwriting, spelling or the presentation of the pupils' work.

27. In a minority of lessons, planning is too general, and does not provide detail of how pupils with special educational needs will be helped. Although teachers are quick to provide extra support and encouragement, the tasks set for these pupils do not always relate closely to their individual education plans and show how their specific difficulties will be met. This means that although they are given time and support, their problems are not always fully addressed, so that they make satisfactory, rather than good, progress.
28. Occasionally, where the teaching is satisfactory, the problem is one of pace. No time targets are set, and the pupils are kept sitting on the carpet for too long. In one case, this part of the lesson lasted for 35 minutes, and their involvement was limited to answering the teacher's questions. Where pupils become restless, and show teachers by their body language that they are uncomfortable, or have lost the thread of the learning, teachers do not always pick up the pace and move on.
29. Although the school has all the appropriate policies for spelling, writing and so on, little in-class monitoring takes place in English, and this means that opportunities to share good practice are limited.

Communication with parents is not as good as it could be.

30. The returns from the parents' questionnaire indicate that many parents would welcome a closer link with the school, and feel that they would like more information about how their children are progressing. Despite the fact that 84 per cent of those who returned the questionnaires felt confident that their children were making good progress, 23 per cent disagreed that the school works closely with parents, and 20 per cent said they did not feel they had enough information about how their children were getting on.
31. Parents are invited into the school to assemblies and performances, and agree that they are made to feel welcome. Parents who come into the school either as parent helpers, or informally during the week if they have a query, say they are welcomed and encouraged to ask questions, but feel they know as much as they do because of the frequency of their visits to the school. Some parents at the meeting pointed out that it is difficult for working parents, who cannot spend much time in school during the day, to ask questions informally.
32. The school's communications with parents are welcoming and friendly, and newsletters go to childminders as well as parents. Parents comment that there is inconsistency in the flow of information and in its quality, which is variable. Parents say they would prefer there to be fewer inaccuracies in the information that is sent out. They feel that reports are not explicit enough about the targets their children have been set. The reports do specify how pupils could improve, but in many cases, they need to be more explicit, so that parents understand how children are progressing towards their individual targets and, at the moment, parents express confusion about this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. Governors and senior managers should consider the following points for improvement when drawing up the post-inspection action plan:

(1) ensure that the best practice, especially in the teaching of writing, is spread throughout the school in order to raise standards still further, particularly by:

- making sure that writing and spelling are systematically and consistently taught by all members of staff, and that this is frequently and rigorously monitored;
- making sure that the marking of pupils' work shows them what they need to do to improve, as well as continuing to praise them and encourage them for what they have done well;
- making sure that teachers have opportunities to observe good practice, to reflect on it, share their findings and implement improvements in their own teaching.

(Paragraphs 22-29)

(2) improve communication with parents by:

- investigating further parents' areas of concern as revealed in the questionnaire;
- improving the quality of communications sent by the school, including reports.

(Paragraphs 30-32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	10	8	0	0	0
Percentage	5	14	45	36	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 four 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)	319
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	37

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	11

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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 Year 2

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	30	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	28	29	29
	Total	40	40	41
Percentage of pupils at NC level 2 or above	School	93 (81)	93 (85)	95 (91)
	National	84 (83)	86 (84)	91 (80)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	28	28	30
	Total	40	39	42
Percentage of pupils at NC level 2 or above	School	93 (83)	91 (89)	98 (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 Year 6

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	24	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	18	23	24
	Girls	19	21	22
	Total	37	44	46
Percentage of pupils at NC level 4 or above	School	77 (68)	92(80)	96 (90)
	National	75 (75)	71 (72)	87 (85)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	22	23
	Girls	21	21	21
	Total	35	43	44
Percentage of pupils at NC level 4 or above	School	73 (73)	90 (80)	92 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	279
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers FTE)	14.1
Number of pupils per qualified teacher	22.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	110

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/1
	£
Total income	620,040
Total expenditure	594,300
Expenditure per pupil	1,791
Balance brought forward from previous year	14,190
Balance carried forward to next year	39,930

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	55	34	7	1	3
Behaviour in the school is good.	33	58	8	0	1
My child gets the right amount of work to do at home.	37	34	22	6	1
The teaching is good.	50	44	2	1	2
I am kept well informed about how my child is getting on.	26	52	16	5	1
I would feel comfortable about approaching the school with questions or a problem.	53	35	5	5	0
The school expects my child to work hard and achieve his or her best.	60	34	3	1	1
The school works closely with parents.	29	44	19	5	1
The school is well led and managed.	33	47	14	3	3
The school is helping my child become mature and responsible.	43	48	8	0	1
The school provides an interesting range of activities outside lessons.	37	34	22	3	3

Other issues raised by parents

Ten parents attached comments to their questionnaires. Most were complimentary about the school and the hard work of its staff. All the parents' concerns were investigated, and the findings are included in this report.