

INSPECTION REPORT

CHAPEL ST. LEONARDS PRIMARY SCHOOL

Chapel St. Leonards, Skegness

LEA area: Lincolnshire

Unique reference number: 120677

Headteacher: Mr K. F. Thrower

Reporting inspector: Mr A. C. Matthews
19410

Dates of inspection: 21 – 23 January 2002

Inspection number: 197498

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:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Sea Road Chapel St. Leonards Skegness Lincs
Postcode:	PE24 5SA
Telephone number:	01754 872429
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M. Neal
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chapel St. Leonards Primary is a popular school and is about the same size as other primary schools with 222 pupils on roll. There are 112 boys and 110 girls between the ages of 4 and 11 years, who are taught in 7 classes. The number on roll has grown slightly since the last inspection and the school is oversubscribed. The school is in the Chapel ward of the Skegness area. The majority of pupils live in the village itself, but 10 per cent of pupils come from neighbouring villages. Pupils come from a wide variety of backgrounds, but overall the school is situated in a low socio-economic area. Eight per cent of pupils are eligible for free school meals, which is below average. The percentage of pupils with special educational needs is also below average, with 29 pupils on the school's register of special needs. Four pupils have Statements of Special Educational Need which, at 2 per cent, is in line with national averages. The school has very few pupils from an ethnic minority background and no pupils speak English as an additional language. The attainment of children on entry to the school is below average.

HOW GOOD THE SCHOOL IS

Chapel St. Leonards is a really good school with some excellent features. It is very well led by a resourceful and reflective headteacher who is given very good support by knowledgeable governors and a dedicated and hardworking staff. The quality of teaching is very good overall and leads directly to the well above average standards at the end of Year 6. The curriculum is carefully planned and helps pupils develop relevant skills and knowledge as they move through the school. The school provides very good value for money.

What the school does well

- Lively and imaginative teaching motivates pupils and helps them achieve high standards in English, mathematics and science by the end of Year 6.
- The school is very well led and managed and promotes its aims very successfully.
- Pupils have excellent relationships with each other, work very hard, take their responsibilities seriously and behave very well.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good.
- The school has very good relationships with parents who are extremely satisfied with the standards that their children achieve and the rich learning experiences that the school provides.

What could be improved

- The management role of the subject leaders.
- Pupils' awareness of the multicultural society in which they live.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection. Pupils have continued to make good progress in the reception class and in Years 1 and 2, and have maintained well above average standards at the end of Year 6. The school has made good use of national guidelines to help it develop its own schemes of work that are enriched with good quality visits. Teachers' planning is now consistently good and they plan carefully for the needs of individual pupils. The planning for the youngest children fully reflects the national guidelines for children of this age and good regard is now given to provision for their outdoor play. Teachers and classroom assistants have benefited from good quality training, which has improved the provision for pupils with special educational needs. The quality of teaching has risen, particularly in the proportion of very good lessons, and this improvement is reflected in pupils' enjoyment of school, their excellent relationships and their attitudes to work.

STANDARDS

The table 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	B	A	A	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A	
Science	A*	A*	A*	A*	

Pupils' attainment when they start in the reception class is below average and their literacy skills are well below average. Pupils make good progress in the reception class and in Years 1 and 2 where they benefit from a well-balanced curriculum. By the end of Year 2 they achieve average standards in reading, writing and mathematics. This progress is very well built on in the rest of the school where pupils' progress accelerates even further and they achieve well above average standards in English and mathematics. Pupils' results in the 2001 National Curriculum tests in science at the end of Year 6 put them in the top 5 per cent nationally. Inspection evidence shows that the attainment of the present Year 6 pupils is again well above average in all three core subjects, and these pupils have made very good progress since they took their National Curriculum tests in Year 2. The school has set very challenging targets for these pupils to achieve in their National Curriculum tests, and evidence from the inspection confirms that they are on course to meet the targets. Pupils have very well developed speaking and listening skills and the standard of their reading is high. Pupils make good use of their literacy skills in subjects such as science and history and this experience helps them to develop their writing and spelling. Pupils are particularly good at developing their own investigations in science to test out their hypotheses. The quality of pupils' presentation and artwork is a strength of the school and reflects pupils' very good observational skills, attention to detail and their great pride in their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good. They tackle all learning challenges enthusiastically and really enjoy school life. Pupils take great pride in their work and are justifiably proud of their achievements.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in the classroom, on the playground and are friendly and very courteous. They rarely misbehave and pupils feel valued and happy.
Personal development and relationships	Very good overall. Pupils are given many worthwhile opportunities to take on additional responsibilities and they repay the trust placed in them by carrying out their duties conscientiously and with good will. Pupils are taught to be independent in the reception class and this is further developed as pupils move through the school. Relationships are excellent and have a very positive impact on pupils' learning.
Attendance	Unsatisfactory. Authorised absence is well above average.

Throughout the school pupils show a very good understanding and consideration for others. Because of the school's high expectations and the responsibilities that pupils are given, pupils develop high self-esteem and respond very positively to the high quality teaching. Pupils take part enthusiastically in a very good range of extra-curricular activities from which they benefit both socially and intellectually. Authorised absence is above average because a significant minority of parents take their children out of school during term time because their seasonal employment necessitates them working during the school holidays.

However, these holiday absences do disrupt individual pupils' learning and place an added pressure on teachers when they return.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is high and this leads directly to the very good progress that pupils of all abilities make as they move through the school. This is particularly so in the development of their numeracy and literacy skills. A very high proportion of the lessons seen were good and very good and only one lesson observed was unsatisfactory; in this lesson, the work set was too challenging for the pupils and they did not make the progress that was expected. Teachers have very good subject knowledge, explain things clearly and create a very positive learning environment where pupils feel valued and want to do their best. The teachers use questioning very effectively to challenge the pupils' thinking and deepen their understanding. As a result of the high quality of teaching, pupils develop increasing independence as they move through the school, with the oldest pupils showing a very marked degree of maturity. Pupils also benefit from the teachers' encouraging and supportive marking and, as a result, show clear improvements in their follow up work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall, and the curriculum is very well supplemented by a very wide range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties are quickly identified and their progress is very carefully monitored.
Provision for pupils with English as an additional language	There are no pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, but pupils' multi-cultural awareness is comparatively weak.
How well the school cares for its pupils	Child protection procedures are well established and the school has very good regard for pupils' health and safety. The school could make even greater use of the results of assessments to identify strengths and weaknesses in year groups, so that teachers' future planning builds on the strengths and addresses any weaknesses.

The school curriculum has improved since the last inspection and all subjects now have clear schemes of work to ensure the systematic development of pupils' skills and knowledge. Parents give good support to their children with their homework and some give valuable help in the classroom with extra-curricular activities and when accompanying school trips. Pupils take on increasing responsibilities as they move through the school. Whilst the school is planning to set up a formal school council as part of this year's school developments, pupils at present still have opportunities to make suggestions as to how the school could improve. The school is a very caring environment where pupils feel valued, are challenged and flourish.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very well supported by all staff who are committed to raising standards even further. Subject leaders do not have enough opportunities to monitor standards and the development of their subject areas.
How well the governors fulfil their responsibilities	Very good. Governors are knowledgeable, supportive of the school, visit on a regular basis and play a full part in helping to plan the school's future development.
The school's evaluation of its performance	The monitoring of teaching is very thorough and the results of the monitoring are used very effectively to raise the quality of teaching as part of the school's performance management system. Test results are used appropriately to judge pupils' attainment, but the work in pupils' books is not scrutinised regularly enough to ensure the progress in individual years is appropriate.
The strategic use of resources	Good. The school is well equipped and the teachers use resources very effectively. The school uses its budget most carefully to maintain high standards.

The headteacher's leadership and management are a great strength of the school and have helped to further develop the school since the last inspection. The school's commitment to the constant evaluation of its practices is helping it to improve even more. This improvement is particularly evident in the quality of pupils' writing. There is good delegation to subject co-ordinators who have responsibility for overseeing their subject and buying resources. However, their management role is not well developed as they do not monitor the standards of pupils' work or the quality of teaching and learning in the classroom. As a result, the management skills of the co-ordinators are not well developed. Governors have a wide range of skills that are very well used by the school in areas such as computers, health and safety and the improvement of the school's environment. However, even greater use could be made of the governors' expertise in helping the school to judge the success of the initiatives highlighted in its annual improvement plan. The school makes very good use of visits and visitors to enhance pupils' learning and, as a result, pupils have a particularly good understanding of their own culture. The school applies the principles of best value well, particularly in its consultation with parents, when buying resources and in the monitoring of its results at the end of Years 2 and 6.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Nine parents attended a meeting with inspectors before the inspection and 80 (36%) returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children really enjoy school and make good progress. The school is very approachable and very well managed. Teachers know their pupils well and expect them to do their best. The school promotes good attitudes and values. There is a very good range of extra-curricular activities which are very popular with the children. The school has very good relationships with the parents who make a significant contribution to the life of the school. 	<ul style="list-style-type: none"> Homework provision.

The inspectors fully endorse all the parents' positive comments about the school, but feel that the homework policy does need further review. While pupils understand the importance of homework and how it helps to reinforce their school learning, a significant number of the older pupils feel that they would like

more opportunities for independent study at home, such as in science and history, to help them prepare for their secondary education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Lively and imaginative teaching motivates pupils and helps them achieve high standards in English, mathematics and science by the end of Year 6

1. For the last four years, pupils' attainment has been consistently well above average. The results for 2001 show that pupils had made extremely good progress since taking their National Curriculum tests in Year 2 and achieved very high standards in science and well above average standards in English and mathematics. The results overall were in the top 5 per cent in the country. Results show that the pupils are almost one year in advance of other pupils of a similar age. Evidence from the inspection shows that the standards of the present Year 6 pupils have remained well above average in English, mathematics and science. The standards of these pupils' number skills in mathematics and their science investigative skills are particularly high. The very good progress that pupils make is due to the high quality teaching and very positive attitudes that pupils have towards their work and a desire to do their best at all times. This is clearly evident in the high volume of work that pupils produce and its very high quality presentation. Pupils are justifiably proud of their work that is expertly displayed around the school.
2. The quality of teaching is very good overall and equates directly to the very good progress that pupils make as they move through the school. The quality of teaching has improved since the last inspection, particularly in the proportion of very good lessons. Teachers' planning has also improved; it is now good quality and clearly identifies what pupils are to learn. The curriculum for all pupils is very broad and results in pupils having a wide range of quality experiences. For example, the timetabling for Year 2 pupils enables them to have planned time to produce some very high quality art work in the form of paintings and textile work that give them obvious pride and makes a clear statement about the school's ethos of striving for excellence. What also makes the teaching special for the pupils is the school's emphasis on practical learning, and the curriculum that is supplemented by a wide range of visits. As a result of this, pupils are genuinely excited and enthusiastic about their lessons. One Year 4 pupil speaking about science investigations said, 'practical work is like an adventure, you don't know quite what's going to happen'. The quality of teachers' questioning is consistently very good. For example, in a Year 1 music lesson, the very well focused questioning helped pupils to understand that the sound of the xylophone could be heard after a note had been struck. This prompted one pupil to say, 'it does that because it's vibrating like the triangle did last week'. Similarly, in a Year 6 science lesson, very good questioning after a class brainstorming session helped pupils to improve the quality of experiments they were planning to find out optimum conditions for plant germination and growth. Further questioning also encouraged pupils to draw on their previous subject knowledge, not only to explain their reasoning for a specific experiment, but also to question their peers about theirs. Teachers' marking of pupils' work is thorough and supportive. Pupils appreciate the opportunities for discussion about their work and evidence from their books shows clearly that the marking and the discussions have a significant impact on the quality of pupils' future work.
3. In the great majority of lessons, teachers showed very good subject knowledge. This not only contributes to the good quality questioning, but also to the clear development of pupils' understanding. In a Year 5 history lesson, the teacher's introduction and use of a video enabled pupils to gain a clear understanding of the differences between wealthy and poor children in Tudor times. Similarly, the success of a reception class language and literacy lesson was due to the teacher's clear understanding of how children's

speaking skills can be developed and the importance of building on the children's responses. The emphasis on the precise use of language encouraged one child to talk about his 'navy blue car that can take things to the beach'. The development of pupils' language is a main school priority because the pupils' language skills on entry to the reception class are often well below average. Due to the high quality language teaching in the school, many gems were seen in pupils' books. One Year 6 pupil described anger as 'blood boiling like a witch's cauldron'; a Year 4 pupil wrote, 'a gigantic glimmering sequin' when writing about the sun. Teachers encourage pupils to use vocabulary creatively as was seen when a Year 2 pupil wrote 'bindweed twists and turns like a worm wibbling in the soil'. Occasionally, teachers' good subject knowledge is not clearly reflected in the work that pupils do, such as when the tasks set are not appropriately matched to the pupils' abilities, resulting in these pupils making very little progress during the lesson.

4. Pupils want to work hard for their teachers and earn their praise. 'It is good to get things done and feel proud,' said a Year 6 pupil. The very good relationships between staff and pupils help pupils' learning by giving them confidence to volunteer answers and to clarify misunderstandings. Pupils appreciate teachers' sense of humour and this made for a very enjoyable Year 4 literacy lesson where pupils' enthusiasm and sense of fun were well harnessed by the teacher, enabling them to make good progress in improving the quality of their writing. Good use of praise by the Year 2 teacher in a physical education lesson encouraged pupils to improve the quality of their rolling while moving in a straight line.
5. Both teachers and support staff have benefited since the last inspection from good quality in-service training in special educational needs. As a direct result of this training, pupils with special educational needs now achieve very well because they are given good quality support in class by their teachers and classroom assistants. As a result, these pupils are confident, play a full part in lessons and are very positive about their learning. Most of the support takes place in lessons, but occasionally pupils are withdrawn in small groups for focused teaching. Similarly, Year 3 and Year 4 pupils benefit from additional literacy support which is having a marked impact on their progress. Individual pupils with greater learning difficulties also benefit from the specialised support from a local educational authority learning support teacher who works closely with individual pupils and the pupils' class teachers. As a result of the good quality support, pupils are making very good progress in relation to their specific learning needs.
6. The good use of resources throughout lessons leads pupils to a greater understanding of what they are learning about. For example, good use of a three-dimensional number board and dice helped Year 6 pupils to improve the speed of their seven times table number facts and understand its pattern on 10 by 10 number square. Teachers make good use of the wide range of computers in school. These are widely used in lessons and make a significant contribution towards pupils' learning. This includes the use of word processing for the display of pupils' high quality written work, the Internet to find out more detailed information about their topic work and the use of art programs to illustrate their writing.

The school is very well led and managed and very successfully promotes its aims

7. The headteacher provides very strong leadership. Much of the success of the school is due to the headteacher's drive and his resolve that there must be no complacency over the very good standards that the school achieves. There is a thorough process in place for formulating the annual plans for the school improvement. The senior management team draws up the plan after discussion with staff and the plan is then taken to the full governing body for further discussion and ratification. It is prioritised and carefully financed. Good use of the available funds has ensured that the developments have been

appropriately resourced and due consideration given to the training needs of staff. As a result, the school has improved consistently since the last inspection in areas such as pupils' writing and in the special educational needs provision throughout the school. In addition to maintaining and improving the fabric of the building and the outside areas, future plans include the upgrading of the computer provision and the further development of assessment procedures through the school. The school is carrying forward 10 per cent of its budget to next year. This is a deliberate decision, and aimed to keep the high level of teacher support in the classrooms for the next four years.

8. Governors share the headteacher's determination to ensure the highest standards and he has their full confidence. Governors work very hard on the school's behalf and bring a wide range of expertise into the school's management. These include using one governor's artistic skills to enhance the school's environment, such as in the reception class outdoor play area, and other governors' expertise in areas of pupils' health and safety and in the provision of information and communication technology through the school. Governors gain a good knowledge of the school's strengths and weaknesses from their own visits and from communication with the headteacher. For example, governors are aware that the school's attendance rates are well below average and ensure that the school is doing its very best to ensure parents are given every encouragement to take holidays at the appropriate time. The planned lesson observations by the two new literacy and numeracy governors will give the full governing body an even fuller insight into the school's provision in these areas. While governors are fully involved in the setting of the school development plan and in ensuring that the timetable for developments is adhered to, even more use could be made by the school of governors' expertise to help in the evaluation of the school's developments. The results of the school's National Curriculum tests are discussed in detail, but the governing body as a whole do not discuss the results of assessments for individual year groups. However, the headteacher does bring to the governors' attention any concerns that he has over the performance of individual years so that appropriate action and resources can be put in place to address concerns.
9. The school's aims are reflected extremely well in its practice. The school provides a varied and balanced curriculum and a variety of approaches to learning which take place in a happy, secure and caring environment. As a result, pupils flourish and develop self-respect, self-confidence and are extremely well motivated in all aspects of their learning.

Pupils have excellent relationships with each other, work very hard, take their responsibilities seriously and behave very well

10. Relationships throughout the school are excellent, making it a harmonious, vibrant and supportive community where the atmosphere is relaxed but very clearly focused on learning and high standards. In lessons, pupils are eager, willing and co-operate well. In some lessons, their behaviour and attitudes to work are excellent. All these very positive attitudes are a very significant factor in the very good progress that pupils make through the school. There is a purposeful atmosphere in the classrooms and teachers are able to concentrate on the lesson's work without having to dwell on behaviour. The excellent relationships are also evident at break and lunchtimes, with year groups playing happily together. Older pupils show great maturity as monitors, particularly when they carry out their duties with the younger pupils. They also organise the distribution of milk around the school, serve as wet play monitors and run the school's tuck shop. All these duties are carried out cheerfully and effectively. Lunchtime is an enjoyable and orderly occasion with lunchtime supervisors being treated with good respect.
11. Teachers make good use of the high quality relationships in the learning process. Whenever possible, teachers plan carefully to enable pupils to learn from each other in good quality group work. Pupils' very good collaborative skills are reinforced by the

perceptive and thoughtful comments they make in class discussions and the good respect they show for each other's views and opinions. This supportive environment impacts most positively on pupils' self-esteem and their confidence to tackle new learning. Pupils really enjoy school and the challenges that their teachers give them. This was aptly summed up by a Year 4 pupil who said, 'The only thing wrong with this school is that the holidays are too long'.

The school's provision for pupils' spiritual, moral, social and cultural development is very good

12. The school has a very well established ethos of respect and kindness within which pupils' efforts and achievements are highly valued. Through the very good relationships and the fine examples set by the headteacher and all adults in the school, pupils learn the principles of right and wrong. As a result, pupils are happy, enthusiastic and caring. Their ability to get on well together and collaborate in lessons is built on well by the teachers and is used effectively by them to develop pupils' learning. Assemblies also play an important part in this provision. The enacted story of the lion and the mouse in one assembly and the subsequent questioning gave pupils a deeper understanding of the importance of working together. The Year 4 class assembly was a fine example of pupils learning from their school mates and showing their appreciation of their high quality writing and gymnastic skills.
13. Pupils' social development is well planned for during lessons when the very good relationships that pupils have built up are used effectively by their teachers in collaborative situations to enhance their learning. The school has built a strong curriculum that is greatly enhanced by outside visits and by visitors to the school. The pupils eagerly await the two residential visits in Years 4 and 6. These visits are very carefully planned by the teachers, not only to enhance the school's curriculum, but also to help pupils to learn the value of teamwork as well as developing their self-reliance and ability to fend for themselves. Year visits have a profound impact on pupils' knowledge and understanding of their own culture and are reinforced in art, history and geography lessons.

The school has very good relationships with parents who are extremely satisfied with the standards that their children achieve and the rich learning experiences that the school provides

14. Both the parents' meeting and the parental questionnaire showed very high levels of satisfaction in the way that the school was functioning. The only minor point of concern was in the provision of homework which parents felt was not systematically developed as pupils moved through the school. Evidence from the inspection shows that regular homework is set in reading, spellings and basic number work, such as the learning of tables, but that the older pupils in Year 6 do not have enough opportunities to develop their individual research skills in readiness for the transfer to secondary education. This finding was reinforced by the Year 6 children themselves who spoke openly about a desire for more extensive demands in their final year. In all other areas, parents were highly complimentary about how the school helped their children to become confident and enthusiastic about their learning.
15. The school works very hard at its relationship with parents. The school rightly prides itself on its openness with parents and the headteacher makes himself available every morning to talk to parents who have any concerns. Parents are completely confident that any worries they raise will be quickly, effectively and sensitively dealt with. Parents whose children had been to other schools spoke in glowing terms about how the school's response to concerns had made their children more confident, raised their self-esteem and made the whole learning experience more enjoyable. Similarly, parents have daily

access to teachers so that minor matters are quickly resolved and parents feel able to work closely with the school in their children's learning process. Parents much appreciate the termly target setting sessions for English and mathematics and this gives them a clear idea of how well their children are doing and what they need to do to improve further. Parents are also extremely positive about the range of visits that the school arranges and the large number of good quality after-school clubs. These give pupils of different ages opportunities to work and play together while developing their specific skills.

WHAT COULD BE IMPROVED

The management role of the subject leaders

16. Every subject of the curriculum has a subject co-ordinator who has overall responsibility, with the headteacher, for the standards in the subject and also for the resourcing of the subject. Co-ordinators for literacy and numeracy do have release time from their classes for the monitoring of their respective subjects. While some of this time is spent observing teaching and learning, the staff do not feel fully confident in this aspect of their work because of the small amounts of training they have received. The co-ordinators are aware of how well pupils are doing at the end of Year 2 and the end of Year 6 through the National Curriculum tests. At present, however, they do not analyse the results of these tests to see in what areas the school is doing well and where improvements could be made. While the co-ordinators look at displays in the classroom and talk with teachers, they do not systematically analyse pupils' work to see how well pupils are progressing. Although Year 6 attainment in English and mathematics is well above average, the school needs to develop the monitoring skills of these two co-ordinators to ensure that high standards are maintained. The subject co-ordinators in the other subjects do not have release time to manage their curriculum areas, although they do work hard on an informal basis to check on the progress that pupils are making and support teachers in their planning and in the provision of resources.

Pupils' awareness of the multicultural world in which they live

17. Pupils' spiritual, moral and social development is very good, as is their understanding of their own culture. Although religious education lessons enable pupils to gain a knowledge and understanding of religious beliefs and customs of a variety of cultures, pupils' understanding of the multicultural society in which they live is less well developed and remains a comparative weakness in the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governing body, headteacher and staff should:

- 1) improve the management role of the subject leaders by:
 - improving the monitoring skills of the co-ordinators;
 - building in regular time for co-ordinators to monitor the quality of teaching, learning and pupils' standards in their respective subjects;
 - enabling literacy and numeracy co-ordinators to be more closely involved with the teachers in the setting of year targets in their subjects;
 - making greater use of the results of assessments to build on strengths and address weaknesses in subsequent planning;
- 2) improve pupils' multicultural development by:
 - planning more opportunities for pupils to learn about the multicultural society in which they live;
 - increasing their knowledge of different faiths;
 - increasing the number and range of religious artefacts in school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	7	7	0	1	0	0
Percentage	0	47	47	0	6	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 six 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)	222
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	29

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	27
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	9	10	10
	Total	26	28	29
Percentage of pupils at NC level 2 or above	School	87 (97)	93 (93)	97 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	10	10	10
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97 (97)	97 (97)	97 (97)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	18	17	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	15	16	15
	Total	31	31	32
Percentage of pupils at NC level 4 or above	School	89 (88)	89 (97)	91 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	18
	Girls	15	16	17
	Total	27	32	35
Percentage of pupils at NC level 4 or above	School	77 (88)	91 (97)	100 (97)
	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	1
Bangladeshi	0
Chinese	0
White	186
Any other minority ethnic group	2

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)	9
Number of pupils per qualified teacher	24.7
Average class size	31.7

Education support staff: YR– Y6

Total number of education support staff	9
Total aggregate hours worked per week	195

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

FTE means full-time equivalent.

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	2000/01
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	£
Total income	443,690
Total expenditure	436,156
Expenditure per pupil	2,064
Balance brought forward from previous year	49,594
Balance carried forward to next year	57,128

Results of the survey of parents and carers

Questionnaire return rate: 36%

Number of questionnaires sent out

222

Number of questionnaires returned

80

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.	61	36	3	0	0
Behaviour in the school is good.	49	45	3	2	1
My child gets the right amount of work to do at home.	20	46	21	3	10
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	45	45	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	21	3	5	0
The school expects my child to work hard and achieve his or her best.	63	34	0	0	3
The school works closely with parents.	42	45	6	3	4
The school is well led and managed.	74	19	1	5	1
The school is helping my child become mature and responsible.	58	36	6	0	0
The school provides an interesting range of activities outside lessons.	59	39	1	0	1