

INSPECTION REPORT

WAVERTON COMMUNITY PRIMARY SCHOOL

Chester

LEA area: Cheshire

Unique reference number: 111106

Headteacher: Mr David Clarke

Reporting inspector: Mrs EMD Mackie
23482

Dates of inspection: 25 - 26 February 2002

Inspection number: 198131

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Common Lane Waverton Chester Cheshire
Postcode:	CH3 7QT
Telephone number:	01244 335983
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Appropriate authority:	The Governing Body
Name of chair of governors:	Richard Moulds
Date of previous inspection:	13 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Waverton Primary School is a popular school located in the village of Waverton, about three miles south-east of the city of Chester. The population is stable and most pupils come from the surrounding area. The school received the School Achievement Award in 2001. There are 162 pupils on roll. Twenty-two of these are in the reception class. There is an imbalance of boys and girls in Years 3 to 6 (58:37). Children start school with a wide range of attainment but overall, attainment is above that typically seen for four-year-olds. Nearly four per cent of pupils are eligible for free school meals. This is below the national average. Few pupils are from ethnic minority groups or speak English as an additional language. Nearly 12 per cent of pupils have special educational needs for learning, behavioural or physical difficulties. This is below the national average. Less than two per cent of pupils have formal statements of special educational need, and this is also below the national average.

HOW GOOD THE SCHOOL IS

This is a very good school where pupils achieve well. The very good quality of the teaching contributes significantly to the high standards in the school. Standards in English and mathematics are well above national expectations by the end of Year 6. Pupils behave very well and make very good relationships. The leadership and management are very good. There are high expectations of all pupils and staff, and the school has a clear sense of direction and purpose. It gives good value for money.

What the school does well

- Standards in English and mathematics are very good. Pupils achieve well because of their very good behaviour and positive attitudes and the very good support they receive at school and at home.
- Teaching is of high quality. Teachers plan work thoroughly and ensure that all pupils are fully engaged in lessons. Pupils enjoy their learning because of the interesting way in which lessons are taught.
- Parents play a significant role in the success of the school and the staff work very well with them to achieve high standards of academic and personal development for the pupils.
- The school is very well led and managed. The development plan focuses closely on priorities which lead clearly to improvements which benefit the pupils and raise standards.

What could be improved

- *Monitoring of teaching and learning is well established in English and mathematics but is not yet in place for other subjects.

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

**The school already has already identified this aspect for improvement.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in October 1997 identified five important issues which governors and staff needed to address. The school has made good progress in overcoming these weaknesses and:

- standards of geography have improved
- monitoring of teaching and learning is now a regular feature in the teaching of English and mathematics
- the progress of pupils in mixed age classes is monitored regularly
- there are carefully graded schemes of work for all subjects
- very good systems are in place for the assessment and recording of pupils' progress, and information is used well to inform teachers' planning

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	A	A	A	very high A*
mathematics	A	A*	C	C	well above average A
science	A	A*	B	B	above average B
					average C
					below average D
					well below average E

Standards at the end of Year 6 are now well above the national average in English, mathematics and science. Pupils, including those with special educational needs and those from ethnic minority groups, achieve well. Over the past four years, despite the drop in 2001 in mathematics and science, the trend in the school's performance in English, mathematics and science has been upward and broadly in line with the national trend. The lower results in mathematics in 2001 were anticipated because this particular group of pupils had not shown an aptitude for mathematics throughout the school, despite extra teaching. In science, results were above average. The targets set in 2001 with the local education authority were exceeded in English but were not met in mathematics. The school is on course to meet the challenging targets set for 2002.

At the end of 2001, pupils in Year 2 did well in reading, writing, mathematics and science in national tests and assessments. The school's results were well above the national average and higher than those in similar schools, particularly in mathematics. In science, the school's results were very high in comparison with all schools nationally. Standards of work seen during the inspection were very good in English, mathematics and science, indicating that high standards are being maintained. The trend has been upward in both subjects over the past four years.

In other subjects of the National Curriculum and religious education, pupils achieve standards which are in line or better than those usually seen, with evidence of above average standards in art, information technology (ICT) and design and technology. Standards reflect the high quality of the teaching. Pupils with special educational needs and the few with English as an additional language make good progress in relation to their starting points in all subjects.

In the reception class, children are on course to exceed the early learning goals for this age. They settle into school well and are keen to learn.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard and are keen to learn. They are attentive in lessons and show pride in the presentation of their work.
Behaviour, in and out of classrooms	Very good. This creates a happy and purposeful atmosphere in the school and has a positive impact on pupils' academic progress.
Personal development and relationships	Very good. Pupils show increasing levels of initiative and responsibility as they grow older. Relationships are very good.
Attendance	Good. It is above the national average.

TEACHING AND LEARNING

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

The high quality of teaching is a strength of the school. No unsatisfactory teaching was seen during the inspection. Teachers have high expectations of pupils' good behaviour and attention to their work. As a result, pupils make good progress and achieve well. The quality of teachers' planning and preparation is very good and classroom assistants play a significant role in the very good teaching of groups and individual pupils. Teachers' secure subject knowledge helps them to set challenging tasks for all pupils, including those with special educational needs. The quality of teaching in English and mathematics is very good and teachers promote the use of literacy and numeracy well in other subjects. Relationships in lessons are very good and teachers ensure that pupils are given time to clarify any points which they do not quite understand. Teachers ensure that pupils with special educational needs are well supported with carefully organised work based on their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a well organised curriculum in all subjects. It is enriched with stimulating activities to bring relevance to pupils' learning. Provision for extra-curricular activities is similar to that seen in most primary schools.
Provision for pupils with special educational needs	Very good. Their individual education plans are prepared and followed very well. Pupils learn in a step-by-step way and achieve regular success. Parents are involved appropriately in reviews.
Provision for pupils with English as an additional language	Good. The school seeks extra support from the local education authority to ensure that the individual needs of pupils are met. Pupils have equal access to the full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. It is good for pupils' spiritual development and very good for their moral, social and cultural development. There are clear structures in the school for pupils to develop a sense of responsibility for their own learning; for example, through the setting of targets for improvements in attainment.
How well the school cares for its pupils	Good. The school monitors pupils' personal and academic development very well in order to guide and teach them at appropriate levels.

The school has very good links with parents. Parental support for the school is very good, and it has a significant impact on the high quality of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction. He is ably supported by the conscientious deputy headteacher and senior staff. The senior management team work very well together to meet the school's aims. Subject co-ordinators work conscientiously to improve standards and the school has appropriately identified the extension of their monitoring role as a priority for further development.

How well the governors fulfil their responsibilities	Very well. Governors use their skills very well in the service of the school. They fulfil their specific roles with high levels of commitment. Strategic planning is of very high quality, and statutory requirements are met.
The school's evaluation of its performance	Very good. Governors ensure that all aspects of school life are monitored regularly, and effective action is taken to maintain high standards. The school compares its performance with that of similar schools, and results in national tests are analysed rigorously.
The strategic use of resources	Very good. Funding for specific purposes, such as special educational needs, is used appropriately. Financial management is excellent. Governors ensure that the school gets the best value for the money it spends and that expenditure is evaluated against the benefits it brings to the pupils' achievement and welfare.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>In response to the pre-inspection questionnaire and at the parents' meeting, most parents expressed the view that:</p> <ul style="list-style-type: none"> • The school is helping the children to become mature and responsible. • Their children make good progress. • Behaviour in the school is good. • The teaching is good. • The school expects the children to work hard and achieve their best. • Parents feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • Their children like school. 	<p>In response to the pre-inspection questionnaire, some parents would like improvement in:</p> <ul style="list-style-type: none"> • The provision of extra-curricular activities. • Information on how their children are getting on. • The amount of homework set by teachers. • The closeness with which the school works with parents.

The inspectors agree with the positive views expressed by parents. The provision of extra-curricular activities is similar to that found in most primary schools and is satisfactory. Parents are given information about their children's progress at parents' evenings and in annual reports. In addition, teachers are available to answer parents' questions and the headteacher has an 'open door' policy. Parents can always arrange longer interviews if necessary. The inspectors feel that these arrangements provide reasonable opportunities for parents to learn about how their children are getting on. The amount of homework is satisfactory, and almost all parents at the pre-inspection meeting supported the school's provision. The school consults parents on initiatives and their opinions are valued. Evidence suggests that it works well with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are very good. Pupils achieve well because of their very good behaviour and positive attitudes and the very good support they receive in school and at home.

1. From the evidence of inspection, pupils' achievement in Year 6 is currently well above the national average in English and mathematics. The school's performance in national tests for eleven-year-olds has been consistently high over the last five years – apart from a dip in mathematics in 2001. The particular group of pupils were less strong in mathematics throughout the school, despite extra teaching to boost their performance. The school's very good records show this. In 2001, nearly half of pupils exceeded the expected level for their age in English and a third did so in mathematics. Although there was a dip in the school's performance in mathematics and science in 2001, the overall trend in the school's results over the past four years has been upward and in line with the national trend.
2. The attainment of pupils in Year 2 is currently well above the national average. In comparison with similar schools, the school's results in the 2001 tests for seven-year-olds were very good in reading and writing and very high in mathematics. Teachers' assessments in science were also very high. Many pupils exceeded the expected level for their age; and nearly half did so in reading, mathematics and science. Results for seven-year-olds have been consistently high over the last four years, and the school's scores have risen faster than the national trend.
3. The range of features which contribute to pupils' very good attainment includes:
 - very good teaching;
 - high standards of pupils' behaviour;
 - the school's very good provision for pupils' personal development;
 - very good parental support; and
 - very good leadership and management.
4. Pupils throughout the school write for a wide variety of purposes. Aspects such as spelling are taught systematically, beginning in the reception class with the step-by-step teaching of letter sounds and shapes. By the end of Year 2, most pupils use capital letters, full stops and question marks correctly and begin to use quotation marks to denote speech. Pupils learn at a very good rate because they concentrate well and work hard. They write stories with a clear sense of narrative and use interesting words and phrases such as, 'In a flash of an eye'. Pupils develop a love of literature and their own poetry writing is very good. A pupil in Year 2 wrote, 'What is pink? /A nose is pink/ Sniffing in the cold air.' As they grow older, pupils develop a wide vocabulary to support their learning in other subjects. For example, in mathematics, pupils in Year 6 confidently use phrases such as 'improper' or 'equivalent' fractions and 'inverse operations'.
5. Teachers are enthusiastic and they use examples of good writing to provide models for pupils to analyse and discuss. The high quality of pupils' writing is closely linked to the very good standards in reading throughout the school. Parents support the school's reading programme very well so that pupils have extra practice at home. In the literacy hour, the teachers write paragraphs on the board and discuss them with pupils, who are keen to offer their views and make contributions. Carefully chosen texts such as *Tom's Midnight Garden* are used in Year 6 to exemplify the use of different kinds of punctuation. Pupils have many opportunities to write for a variety of purposes. For example, they write different kinds of letters, newspaper reports, records of investigations in science and instructions for making products in design and technology.
6. Because pupils behave very well, teachers are able to maintain a good pace in lessons, make the best use of time and introduce a sense of fun and enjoyment. Pupils are encouraged to use their imagination. In Years 3 and 4, pupils wrote beautiful poems about interesting things to put in a magic box. A pupil wrote, 'Sweet whistling from a baby bird' and another wrote, 'A butterfly bursting with joy'. In Year 6, pupils use well-chosen words such as 'whenever', 'unless' and 'finally' to add interest and pace to their writing. In their drafting of arguments, pupils wrote

exciting words to gain the reader's attention and used persuasive phrases such as 'It could be argued that...' to introduce a range of opinions. Presentation of work is very good, and by the time they are in Year 6, pupils' handwriting is well formed, joined and fluent. Pupils use dictionaries confidently and work is often word processed well.

7. Pupils' speaking and listening skills are well above average in all classes. In discussions, pupils contribute well and are able to extend their answers when teachers probe to ensure that points are understood. In the reception class, children were thoughtful and articulate in their answers to the teacher's questions about why she had been kept awake during the night – there had been gales. The children came up with a range of ideas, including loud noises and people arguing. Pupils throughout the school use information and communication technology (ICT) sensibly to support their learning. When it is appropriate, they word process work, create tables and graphs or look confidently for information on the Internet.
8. Pupils soon become confident mathematicians who use their mathematical skills well to solve problems. In discussions, a number of pupils said that mathematics is their favourite subject. The school ensures that pupils learn their multiplication tables. They practise these at home, too. In sessions of mental arithmetic at the beginning of mathematics lessons, pupils answer quick-fire questions. These help to develop their knowledge of mathematical facts. In Year 1, pupils play 'Bingo' to sharpen their wits in adding numbers together and recording the answers. Teachers choose activities carefully to consolidate and extend pupils' learning, and classroom assistants support pupils with special educational needs very well, so that all pupils achieve well. In Year 2, pupils solved questions about fractions in a computer game. Older pupils read problems written in words and can tease out the mathematical processes necessary to solve them. Teachers check what pupils are doing and ask probing questions to elicit understanding and extend learning during lessons. This use of day-to-day assessment to help pupils improve is a strength in the teaching. Pupils get help at the point where they need it. Teachers use 'real life' situations to bring relevance to pupils' learning; for example, when they set problems about shopping or visiting a garage.

Teaching is of high quality. Teachers plan work thoroughly and ensure that all pupils are fully engaged in lessons. Pupils enjoy their learning because of the interesting way in which lessons are taught.

9. The quality of teaching is very good. Scrutiny of pupils' books indicates that teaching throughout the year has been consistent. Teachers meet the needs of all pupils, including those who have special educational needs or who learn more quickly, through appropriate support in lessons and through specific tasks. Pupils are taught with older classes for literacy or numeracy if teachers feel this will help them to make faster progress. Pupils develop a depth of understanding through regular practise of basic skills, practical activities and problem solving. Teachers use a wide range of resources to help pupils learn, and they encourage them to look in books, CD-ROMs and on the Internet.
10. The last inspection identified a number of weaknesses in the teaching which the school has addressed robustly. Pupils are now grouped according to prior attainment for lessons in literacy and numeracy. This ensures that those in mixed-age classes are taught very well and the pace in lessons is good. Because the school has ensured that carefully structured schemes of work are now in place for all subjects, teachers are able to plan lessons which build securely on what pupils already know. They are also able to assess pupils' progress more systematically and provide challenging work to meet individual needs. Senior members of staff, including the co-ordinators for English and mathematics, have monitored classroom teaching and learning and discussed what they have seen with individual teachers. This has provided opportunities for teachers to share good practice and find better ways to teach. As a result, there is consistent provision in the school and teachers now plan and teach very effectively so that all pupils achieve well.
11. Teachers have introduced the literacy hour and daily mathematics lessons very well so that pupils make good progress in acquiring these basic skills. The planning is very clear and identifies tasks set at three or more different levels to cover the range of attainment in each class. The introductory part of lessons is conducted in a lively way which engages pupils' interest and

makes them think hard. There is no hiding place as teachers ask quick-fire questions and expect all pupils to respond. Pupils are sometimes expected to write their answers on small boards which they hold up for the teacher to see. In this way, teachers ensure that all pupils are 'on their toes' and accountable.

12. Routines are well established so that time is not wasted. For example, pupils know when they have to go to other rooms for lessons and they are ready for teachers to begin on time. Such routines have been taught very well. At the start of lessons, pupils often sit on the carpet for whole-class activities. They then move to their desks and perhaps go back to the carpet for the closing part of the lesson. In one class, pupils also gathered round a computer to learn a particular skill. In another, pupils lined up in groups to read their poems to the rest of the class. All of this is done effortlessly, without fuss, and it reflects the teachers' very good classroom management. As a result, pupils benefit from different methods of teaching which suit particular purposes.
13. The teachers' very good use of questioning is based on their secure subject knowledge and their understanding of how subjects are taught. This was evident, for example, in an English lesson in Years 5 and 6. Teaching of high quality enabled pupils to draft arguments, prepare opening statements, develop particular points and support them through persuasive illustrations. The teacher helped pupils to tease out their thoughts and present work of high quality by the end of the lesson. In the reception class, the teacher used a recently introduced scheme of teaching letter sounds in an exciting way so that children were keen to learn and soon grasped new sounds such as 'ch' and 'sh'.
14. Pupils learn at a good rate and soon take responsibility for improving their own work. This is because of very positive features of the teaching. Teachers set targets for all pupils in English and mathematics. Pupils are expected to achieve these targets as soon as possible and are reminded about them regularly. Parents know about these targets, and this strengthens the drive to continually raise standards in the school. Teachers also avoid the over-use of photocopied worksheets. Pupils set out their own work as soon as they are able to do so. If pupils need support, teachers make sure they have it, but most pupils record their findings from investigations by drawing their own diagrams, tables and graphs. This helps them to sort out their ideas and order their thoughts.
15. Particularly noticeable is the enthusiasm of the teachers, which makes learning fun for the pupils. Teachers are thorough in their teaching and they do it in a way which captures pupils' interest. In a science lesson in Year 2, pupils learned about changes in materials in a practical way – they did some cooking. As they worked, pupils used utensils sensibly, showing an awareness of safety. In Years 4 and 5, pupils could hardly wait to get on with their artwork after the teacher had stirred their imagination with her enthusiasm for the work of Andy Goldsworthy. In a geography lesson in Years 3 and 4, the teacher gained pupils' interest by asking questions about the experiences of a child living near an erupting volcano. Pupils were full of ideas which helped them to identify features on maps of a volcanic island.
16. Classroom assistants are very well briefed to teach groups and individual pupils and they play a significant role in the teaching programme. Teachers' planning includes carefully focused tasks in which pupils are supported sensitively so that they build well on what they already know and are able to achieve success. This builds up pupils' self-esteem and ensures that they progress well. The very good relationships in class mean that all pupils are willing to ask questions confidently even when they are unsure about certain points. This is particularly helpful for pupils who have special educational needs or who speak English as an additional language.

Parents play a significant role in the success of the school and the staff work very well with them to achieve high standards of academic and personal development for the pupils.

17. Parents' views of the school are highly favourable overall. A good proportion of parents responded to the questionnaire sent out before the inspection. Nearly 100 per cent of those who responded said they were happy about how their children are getting on and that they are becoming more mature and responsible. They felt that the school expects children to do their best, and most said that their children enjoy school and behave well. They considered the leadership and

management of the school to be good and would feel comfortable approaching the school with questions or problems. They also expressed the view that the quality of teaching is good. The inspection supports these positive views.

18. Parental involvement in the life of the school has a significant impact on the high standards achieved by the pupils. Parents are very supportive but demanding. They expect the school to provide a high quality of education for their children. In return, the school sets high standards for itself and expects parental support for the children's education. This is a recipe for high achievement, and it works very well.
19. Governors take parental views into consideration during the formation of the annual school development plan. They send out questionnaires to which most parents respond. The school welcomes constructive criticism and recognises that it helps the school to move forward and meet the pupils' changing needs. Parents challenge the school's provision for their children and expect answers to their queries. Because of the headteacher's good knowledge of the pupils and the school's very good record keeping, issues can be discussed frankly. Parents contribute to pupils' achievements in a number of ways. They come into school to hear pupils read, help with cookery, craftwork and support clubs, sports events and educational visits. They also help their children with work at home. Responses to the pre-inspection questionnaire indicate that some parents are not happy about the amount of homework set, but at the parents' meeting there was strong support for the school's homework arrangements. The inspectors feel that the school's provision for homework is at least satisfactory, with good provision for reading. The Parent Teacher Association organises fêtes, competitions and social events, which not only raise funds but also provide a link between the school and the village and set an example of good citizenship for the pupils.
20. The school is valued as part of the village community. This brings strengths, including practical support for school initiatives, a sense of belonging for the pupils and a feeling of responsibility for them to contribute to a wider community. Pupils take part in a number of village activities, including maypole dancing, hand bell ringing, church festivals and special events. Local people support fundraising; for example, for enhanced facilities for pupils' play and for the proposed school library, which will include electronic equipment and a study area.

The school is very well led and managed. The development plan focuses closely on priorities which lead clearly to improvements which will benefit the pupils and raise standards.

21. The school's aims are evident in its daily life and there is a clear sense of vision among governors and staff. When new policies are introduced, staff implement agreed decisions with commitment. The headteacher keeps initiatives on course and ensures that they are not allowed to drift or lose impact. For example, the school's rigorous analysis of test results is used to track each pupil's progress and monitor how groups of pupils are performing. The headteacher and deputy headteacher keep staff informed of the tracking so that well-focused targets can be set, and any pupil who falls behind is monitored and supported.
22. Governors support the headteacher and staff and all work very well together. The governing body looks at ways in which it can support teachers to enhance their professional qualifications. They set funds aside for staff training which will benefit pupils as a result of teachers' enhanced skills and knowledge. For example, both the headteacher and deputy headteacher have acquired higher qualifications in the management of schools. The performance management process has been successfully introduced and is used very well to help all teachers identify areas for further professional development.
23. Co-ordinators ensure that other members of staff are clear about new or revised curricular requirements. For example, the teacher responsible for special educational needs has introduced staff to the most recent guidance for the teaching of these pupils. The co-ordinator for teaching in the early years has worked with other members of staff conscientiously to implement the curriculum for the Foundation Stage (children in nurseries and reception classes). She also arranges for children from the local playgroup to come into school weekly, as part of the

government-funded 'Building Bridges' initiative. This gives children a good introduction to school life.

24. Governors monitor the curriculum well to ensure that statutory requirements are met. The curriculum throughout the school is well balanced and relevant. National Curriculum subjects and religious education are effectively co-ordinated and managed. Not all co-ordinators have had time allotted to monitor teaching and learning in the classrooms, and governors have recognised this and made plans for a rolling programme of monitoring for all subjects. Monitoring has been very helpful in English and mathematics. It has supported the successful introduction of the literacy hour and the daily mathematics lessons so that pupils benefit from new ways of teaching and learning.
25. The school development plan is of high quality. It begins with a review of the school's aims and an analysis of the school's position at the time of writing. It enables the school to build on its successes and creates a continuous programme of improvement. It also directs the attention of governors and staff to those areas which could be improved. The plan includes issues such as the teaching and learning of pupils in mixed-age classes, monitoring of lessons, improvements in provision for pupils' personal development and further development of the strong links with parents and the local community. The system of school self review is meticulous. The headteacher and the chair of governors set out a clear pattern of review linked to the school's finances. This helps governors to consider whether the best value has been obtained from the way money has been spent. Strategic planning is of high quality. Governors consider the predicted number of pupils who will be joining the school over the next few years and anticipate the income which the school is likely to receive. They then look at the implications, such as number of teachers, support staff, learning resources and accommodation. A well-organised rolling programme of refurbishment is now in place to enhance the school building and the outside play areas.
26. Financial planning is excellent. This is because the school maximises the skills of those people involved. The headteacher draws very well on the expertise of the chair of governors and professional advice from the local education authority so that all governors have regular information on how the school's budget is being spent. Each heading in the budget is discussed regularly and there are clear plans for any funds carried forward from year to year. Possibilities for extra funding are well researched, and the deputy headteacher has worked with the governors to obtain a substantial grant from a local commercial firm for the resourcing of a new library in the school. The headteacher manages the day-to-day financial arrangements very well and is ably supported by the school's administrative assistant.

WHAT COULD BE IMPROVED

Monitoring of teaching and learning is well established in English and mathematics but is not yet in place for other subjects.

27. Subject co-ordinators fulfil their management roles very well. They each have a budget for the development of their subjects, and resources for teaching and learning are audited and managed well. The headteacher and all staff are aware of the benefit of monitoring in raising standards. In English and mathematics, co-ordinators have scrutinised teachers' planning and pupils' work. This has helped them to identify proper provision and appropriate outcomes. They have also observed lessons and seen how pupils respond to the range of strategies used. Discussion after these lessons has been a positive part of the monitoring process. Teachers have benefited from advice and support, but they have also gained increased professional confidence when their good practice has been praised and shared. These good features are not in place for other subjects to give opportunities for co-ordinators to see good practice which could be shared, or identify areas where improvement could enhance pupils' learning. Because teachers work well together as a team, they share ideas informally in staffroom discussions. They also spend a great deal of their own time planning for pupils to experience a broad, balanced and relevant curriculum. The governors recognise that the lack of a more formal system, in which all co-ordinators are given time to develop their subjects, is necessary in order to maintain the high standards expected at this high-performing school. A rolling programme of monitoring has therefore been identified as a priority for the next year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The school governors, in conjunction with the headteacher and staff, should take the following action to further raise standards in the school.

(1) Follow the proposed plan for all co-ordinators to monitor the planning, teaching and learning of subjects for which they are responsible.

(Paragraphs 24 and 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	6	1	0	0	0
Percentage	6	56	33	6	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 five percentage points..

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	162
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	x	x	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	x	x	x
	Girls	x	x	x
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (94)	100 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	x	x	x
	Girls	x	x	x
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

x The figures have been omitted where the number of boys or girls is ten or fewer so that individual pupils cannot be identified.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	x	x	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	x	x	x
	Girls	x	x	x
	Total	19	15	19
Percentage of pupils at NC level 4 or above	School	95 (84)	75 (95)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	x	x	x
	Girls	x	x	x
	Total	18	15	19
Percentage of pupils at NC level 4 or above	School	90 (84)	75 (94)	95 (100)
	National	72 (70)	74 (72)	82 (79)

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

x The figures have been omitted where the number of boys or girls is ten or fewer so that individual pupils cannot be identified.

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	161
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.0
Number of pupils per qualified teacher	23.1
Average class size	27.0

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	33

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	308821
Total expenditure	305568
Expenditure per pupil	2051
Balance brought forward from previous year	12393
Balance carried forward to next year	15646

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	2.0

Total number of vacant teaching posts (FTE)	
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	39	6	3	1
My child is making good progress in school.	50	47	1	2	0
Behaviour in the school is good.	40	56	4	0	0
My child gets the right amount of work to do at home.	28	54	13	3	2
The teaching is good.	56	40	2	1	1
I am kept well informed about how my child is getting on.	28	56	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	41	5	2	0
The school expects my child to work hard and achieve his or her best.	52	43	3	0	2
The school works closely with parents.	35	50	12	2	1
The school is well led and managed.	52	41	4	2	1
The school is helping my child become mature and responsible.	51	48	1	0	0
The school provides an interesting range of activities outside lessons.	30	48	21	0	1