

INSPECTION REPORT

**THE HUGO MEYNELL CE (VC) PRIMARY
SCHOOL**

Loggerheads, Market Drayton

LEA area: Staffordshire

Unique reference number: 124232

Headteacher: Mrs S Sillitto

Reporting inspector: Mrs A M Grainger
20782

Dates of inspection: 7th – 9th May 2002

Inspection number: 198701

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled Church of England
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Eccleshall Road Loggerheads Market Drayton Shropshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Bridges
Date of previous inspection:	17 th – 20 th November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Voluntary Controlled Church of England school for pupils aged four to eleven. It is situated in the village of Loggerheads on the borders of Staffordshire, Shropshire and Cheshire, 12 miles south west of Stoke-on-Trent. Pupils are drawn mainly from Loggerheads, Ashley and some smaller villages. With 123 boys and 126 girls who are full-time pupils and a further eight boys and eight girls who attend the pre-reception class in the mornings, the school is broadly average in size. Very few pupils are from ethnic minority backgrounds or have English as an additional language. Seven per cent of pupils have been identified as having special educational needs, which is below average. Most pupils with special educational needs have learning difficulties. Seven per cent of pupils are known to be eligible for free school meals, which is also below average. Children enter the pre-reception class in the term after their fourth birthday. They are admitted to the reception year in the September of the school year in which they will be five. Children with birthdays in April to August enter the reception year without having attended the pre-reception class. Taking the intake as a whole, children's attainment on entry to the school is average in relation to the expectations for their age.

HOW GOOD THE SCHOOL IS

The overall quality of education is satisfactory, with good provision for pupils in Years 1 and 2. English, mathematics and science standards are above average at the end of Year 2 because pupils are well taught in Years 1 and 2 and they make good progress as a result. Pupils in Years 3 to 6 are making satisfactory progress. Standards continue to be above average in Year 6 in English and mathematics. Teaching and learning are satisfactory in Years 3 to 6 and also in the pre-reception and reception classes. Good standards are achieved throughout the school in pupils' attitudes, behaviour and relationships. Good attention is given to ensuring equal access for all pupils to the learning opportunities provided. The leadership and management of the school are satisfactory, as is the value for money provided.

What the school does well

- Pupils make good progress in Years 1 and 2 because they are well taught. By the end of Year 2, standards are above average in English, mathematics and science.
- Pupils respond well to the school's high expectations of their attitudes and behaviour. They have good relationships with each other and with the adults in school.
- There is a good range of activities additional to lessons. There are also many opportunities for older pupils to take responsibility.
- Good provision is made for pupils with special educational needs. As a result, they make effective progress towards the targets set for them.

What could be improved

- Pupils' progress in art and design is unsatisfactory from Year 3 to Year 6. The standards in Year 6 are below those expected nationally in this subject.
- There are no school-wide procedures for assessing pupils' attainment and checking their progress in subjects other than English, mathematics and science.
- While there are examples of good marking, this is not consistent across subjects and year groups. Marking does not always give enough help to pupils, particularly in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in 1997. Since then, standards in English and mathematics have been consistently above the national average. The evidence of pupils' school work indicates that this is still the case this year. Good attitudes to learning have been

maintained. The school still provides a wide range of activities additional to lessons. The overall care for pupils' welfare continues to be good.

Five key issues for action were given to the school after its last inspection. The progress made on three of these has been satisfactory. The school is presently adapting national guidance as its schemes of work to support teaching and learning in subjects other than English, mathematics and science. This is rectifying a weakness found at the last inspection in the planning of work. Resources for learning have been improved in history as was found to be necessary and also to support work in literacy and numeracy. Further improvement is needed in art and design, one of the subjects identified as having a shortfall at the last inspection. Satisfactory action has been taken to increase the involvement of co-ordinators for English, mathematics and science in checking the quality of the school's provision in these key areas. Further work is needed to involve co-ordinators more widely.

Progress on the remaining two key issues has been unsatisfactory and these continue to be areas for improvement. Standards are still not high enough in art and design in Year 6 because coverage of the National Curriculum requirements for pupils in Years 3 to 6 continues to be inadequate. A new art and design co-ordinator, appointed in September 2001, is starting to deal with this and has drawn up a satisfactory development plan. While assessment is now used well in the pre-reception and reception classes, there are still no school procedures for subjects other than English, mathematics and science in Years 1 to 6. The school's capacity for further improvement is satisfactory.

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			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	A	A	A
mathematics	A	B	B	C
science	A	C	A	B

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

The above table shows that pupils' results in the National Curriculum tests at the end of Year 6 in 2001 were well above the national average in English and science and above the national average in mathematics. Compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance in 2001 was well above average in English, above average in science and average in mathematics. The 2001 results mirror those at the last inspection in English and science, but in mathematics they were lower in 2001. In 1997, the mathematics results were in the top five per cent of schools nationally. Since the last inspection, the school has successfully maintained English and mathematics results above the national average. However, the trend in the school's results since the last inspection for English, mathematics and science together has been below that found nationally. This is from a high starting point and largely reflects the lower mathematics results now. The school is setting appropriate targets for improvement in English and mathematics results at the end of Year 6 and is making satisfactory progress towards them.

The evidence of pupils' school work shows that standards in the present Year 6 are above average in English and mathematics and average in science. The lower standards now in English and science than in 2001 largely reflect variations in year groups of pupils. Through tracking pupils, it can be seen that the present Year 6 has made satisfactory progress since starting in Year 3. This includes the higher attaining pupils and those with special educational needs.

Standards in the present Year 2 are above average in English, mathematics and science. In the National Curriculum tests in 2001, pupils' results were in the top five per cent of schools nationally in mathematics and were well above the national average in reading. They were close to the national average in writing. Teachers assessed pupils' performance in science as being very high compared with the national picture. The lower standards now in mathematics, reading and science reflect a variation in year groups of pupils. The writing standards are better now than in 2001 because of action the school has taken to improve pupils' performance in this area. The pupils now in Years 1 and 2, including those with special educational needs, are making good progress in these subjects.

Standards in art and design are as expected nationally in Year 2, although they are below the expected standards in Year 6. The standards in Year 6 reflect unsatisfactory progress from Year 3 to Year 6. Not enough evidence was gathered to make a judgement on standards in other subjects in Years 2 and 6. Children in the pre-reception and reception classes are making satisfactory progress. Most are on course to achieve the standards expected at the end of the reception year in communication, language and literacy; and in mathematical, personal, social and emotional development. A few are likely to exceed the expected standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are keen, well motivated and eager to do their best. Those in Years 1 and 2 are very independent learners for their age and this contributes to their good progress.
Behaviour, in and out of classrooms	Good. Behaviour is almost always good in lessons. Pupils move about the school very sensibly. Lunchtime is a pleasant social occasion and pupils play well together at break times.
Personal development and relationships	Good. Boys and girls of all ages get on well together. They are confident with adults and are friendly and polite. Older pupils respond well to the many opportunities to take responsibility.
Attendance	Satisfactory. Attendance is close to the national average. It is not as high as at the last inspection because of the increase in parents taking their children on holiday during term time.

Pupils' good attitudes, behaviour and relationships all contribute to a climate helpful to learning.

TEACHING AND LEARNING

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

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.

Judgements on teaching and learning are made on the evidence of teachers' planning and the work in pupils' books as well as on lessons seen. During the inspection, 18 lessons were observed. In two-fifths of lessons, teaching and learning were good, and occasionally very good. In the remaining lessons, teaching and learning were satisfactory, with the exception of one science lesson in Year 3 in which they were unsatisfactory. This lesson was not taught by the usual class teacher. Very good teaching and learning were observed in a science lesson in Year 1 and in a geography lesson in Year 4.

The overall quality of teaching and learning in English and mathematics, including the basic skills of literacy and numeracy, is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching and learning

in science are also good in Years 1 and 2 and satisfactory in Years 3 to 6. In art and design, teaching and learning are satisfactory in Years 1 and 2, but unsatisfactory in Years 3 to 6. In Years 3 to 6, the work provided in art and design is at a low level for the age of the pupils and their knowledge, understanding and skills are not developed adequately. Teachers' subject knowledge is not secure in art and design in Years 3 to 6. Not enough evidence was gathered to make judgements on teaching and learning in other subjects. Teaching and learning are satisfactory in the pre-reception and reception classes.

Teachers meet pupils' individual needs well in Years 1 and 2, and satisfactorily in all other year groups. Pupils with special educational needs or English as an additional language are given effective support to make good progress towards the targets set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum covers all the required areas of learning for children in the pre-reception and reception classes and the subjects of the National Curriculum and religious education in Years 1 to 6. A good range of additional activities, such as music and drama productions and clubs enhances the learning opportunities provided.
Provision for pupils with special educational needs	Good. Pupils' needs are identified well and they are given good individual education plans. Teaching assistants provide helpful one-to-one or small group support in lessons.
Provision for pupils with English as an additional language	Satisfactory. The school is sensitive to the needs of these pupils. They are included fully in all activities and given support when needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. A strong emphasis is given to pupils' moral and social development. This contributes to the good attitudes, behaviour and relationships. The provision for pupils' spiritual and cultural development is satisfactory and is largely linked to assemblies and religious education.
How well the school cares for its pupils	Good overall. There is careful attention to child protection and pupils' general welfare. While the arrangements for assessment are good in English, mathematics and science, there are no school procedures for checking pupils' progress in other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, with the support of the staff, is committed to helping pupils to achieve well. The co-ordinators for English, mathematics and science are satisfactorily involved in leading their subjects.
How well the governors fulfil their responsibilities	Satisfactorily. Governors are supportive of the school. They have a range of strategies for gathering information, some of which are independent of the headteacher and staff. They are less effective in questioning what the school does and in checking progress on areas needing improvement.
The school's evaluation of its performance	Satisfactory. There is an adequate amount of checking of teaching and learning by the headteacher and co-ordinators for English, mathematics and science. Analysis of data leads to a focus on specific areas, with relevant action being taken.
The strategic use of resources	Satisfactory. Resources are targeted on educational priorities. Specific grant is used for the purposes for which it is intended. There is satisfactory attention to whether the school provides best value for pupils

	and parents.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching and the progress their children make.• Their children are helped to be more mature and responsible.• The attitudes and values the school promotes.• Their children like school.	<ul style="list-style-type: none">• The amount of homework. Some parents feel there is too much and others think there is too little.• The information they receive on their children's progress.

The inspection evidence supports parents' positive views, although teaching and progress are stronger in Years 1 and 2 than in other years. The evidence collected does not support parents' negative views. The amount of homework is satisfactory. The information on pupils' progress is clear and helpful.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress in Years 1 and 2 because they are well taught. By the end of Year 2, standards are above average in English, mathematics and science.

1. Pupils' results in the National Curriculum tests at the end of Year 2 in 2001 were in the top five per cent of schools nationally in mathematics. They were well above the national average in reading and close to it in writing. Compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was well above average in reading and mathematics, but below average in writing. Standards were high in all three areas at the last inspection. Since then, the test results have been consistently well above the national average in reading. The same picture has been seen in mathematics, with the exception of 1999 when standards were above, rather than well above, the national average. This variation in the mathematics standards is largely due to differences in year groups of pupils. The writing results dipped to above the national average in 2000 and then fell to being close to the national average in 2001. The school has identified that there were shortcomings in the opportunities provided for writing that led to the fall in standards. There is a tendency for girls to do better than boys in reading and writing, although boys and girls do equally well in mathematics. In 2001, teachers' assessments showed pupils' performance in science as being very high.
2. The evidence from the inspection of pupils' school work is that standards now are above average in reading, writing, mathematics and science in Year 2. They are also above average in speaking and listening, the other key component of English. That standards now are lower than those seen in the 2001 tests in reading and mathematics and the teachers' assessments in science, is not an indication of any change in the quality of the school's provision. It simply reflects a variation in year groups of pupils. Indeed, pupils in Year 2 are achieving well in relation to their attainment on entry to the school. Those now in Year 1 are also making good progress. This includes pupils with potential for higher attainment and those who have special educational needs. There is no evidence of any difference in the rate of progress of boys and girls.
3. Writing standards now are higher than shown by the 2001 tests and the fall in standards has been halted. The school identified a need to review its provision for writing because of the fall in results in the last two years. Effective action has been taken, including the introduction of a new scheme of work to support the development of pupils' writing. Teachers have successfully given attention to improving pupils' skills in organising their writing and to increasing their awareness of how writing is adapted for different purposes.
4. By the end of Year 2, pupils are confident speakers in one-to-one situations. Higher attaining pupils speak at great length about what they like about school, for example the opportunities to write stories or to participate in the mental mathematics sessions. When answering questions in whole class lessons most pupils speak clearly; for instance, to explain that transparent materials are those through which light can pass. Pupils listen attentively during one-to-one and small group discussions, as well as in whole-class question and answer sessions.
5. Most pupils in Year 2 are accurate readers with a range of effective strategies to help them read an unfamiliar word. Even lower attaining pupils make reasonable use of letter sounds and, with adult help, can break down a fairly long word into small sections. Higher attaining pupils and many whose attainment is average read fluently and with expression. They show good understanding of the characters and events in the stories they read, explaining for example why a character might feel nervous as they anticipate an important event. Pupils enjoy reading. The higher attaining pupils read books by authors such as Roald Dahl and J K Rowling.
6. Year 2 pupils write at good length and for a good range of purposes. Their awareness of the purpose and organisation of writing is developing well. Pupils write letters to their friends, accounts of events, stories such as about a kitten that has been found, instructions for a journey and

information on guinea pigs. Pupils continue stories from beginnings that have been provided for them. Lower attaining pupils and those with special educational needs do this very simply. There are some attempts to explain how a character might feel, such as a mouse that has found a mysterious object in its bed. Higher attaining pupils are competently writing whole stories, which have a clear beginning, middle and end. The highest attaining pupils are successfully using complex sentences within their stories. The spelling of simple words is mainly correct, with plausible attempts to spell more complex ones as they sound. Many pupils are joining their writing and most produce neat, evenly-formed letters.

7. Pupils are achieving well in all aspects of mathematics in Year 2. They are doing particularly well in learning their times tables, in calculations and in solving number problems. Pupils apply their knowledge of counting, place value and estimating well in practical situations. They solve a range of problems; for instance sorting out what will happen if they have 89 bananas and a box that can only take 50. They also successfully solve problems involving measuring, using standard units of measurement such as metres and centimetres. Higher attaining pupils give reasons for the answers they arrive at when tackling mathematical problems.
8. Most pupils estimate weights and then check them using scales. Many recognise some complex two-dimensional shapes such as pentagons and hexagons. They have good knowledge and understanding of reflective symmetry and are aware of right angles. They recognise fractions such as a half, quarter and third. Pupils have a good basic understanding of data; for instance, analysing and interpreting tally charts. Higher attaining pupils respond well to additional challenges such as representing data from a tally chart as a graph. Lower attaining pupils' work is generally at a more simple level and is often presented pictorially, for example with drawings to illustrate answers.
9. Science standards are above average because almost all pupils are achieving at least the level expected for their age in Year 2. Pupils have a good knowledge and understanding of all the areas of study required by the National Curriculum for science at this age, particularly in life processes and living things. Most pupils successfully sort living things according to their characteristics, classifying living creatures as mammals, amphibians, reptiles and birds. Almost all pupils have at least the expected knowledge and understanding of physical phenomena, such as how shadows are cast. Through their work on light and sound, they have developed understanding of terms such as 'transparent' and 'vibrate'. Understanding of scientific investigation is as expected at this age. Lower attaining pupils and those with special educational needs cover the same work as other pupils. As in mathematics, their recording is much simpler.
10. The standards in English, mathematics and science are above average at the end of Year 2 because pupils are well taught, as at the last inspection. Teachers in Years 1 and 2 have good subject knowledge and high expectations of the standards that all pupils are capable of achieving. They provide work that is suitably demanding for pupils with potential for higher attainment, particularly in English and mathematics. In science, many tasks are 'open ended' enough for the higher attaining pupils to provide more detailed answers. This was seen, for example, when pupils in Year 2 considered why humans cannot fly but birds can.
11. In a Year 1 English lesson, the teacher met the full range of pupils' needs well by working with small groups, at one point the higher attaining ones and at another time the lower attaining ones. This was further backed up by different independent tasks being provided for groups carefully matched to their differing needs. A strong feature was that not only were there different story-writing activities but also a range of activities to develop awareness of sentences. The lowest attaining pupils, and those with special educational needs, were helped to understand that a sentence must make sense and have a capital letter at the beginning and a full stop at the end. The highest attaining pupils made good gains in their understanding of complex sentences and the use of interesting words.
12. Many of the strong features of the Year 1 English lesson were also evident in a good mathematics lesson in the other Year 1 class. Again, work was effectively matched to the full range of pupils' needs in the mixed ability class. Additional challenge was given to higher attaining pupils. Lower

attaining pupils and those with special educational needs, who had a simpler task, were supported to develop understanding by careful questioning. The teacher continually checked that all pupils understood the work. Pupils were given opportunities to explain their reasoning as they placed numbers in order on a 'number line'. They responded eagerly; for example, explaining that "I can put 13 here because it is more than 12".

13. Classroom displays very effectively promote learning, particularly in Year 1, reinforcing the current mathematics and science topics. There are 'word walls' for pupils to identify the correct spellings of frequently used words. Assessment is used well to match work to pupils' needs. A good initiative in Year 1 is the recent introduction of 'Once a Month' books. These are books that pupils write in once a month. This is followed up by a very detailed analysis of their writing by the teacher. Through this exercise, teachers very effectively diagnose what the next step is for each pupil and adjust their teaching accordingly.
14. A further significant feature in pupils' progress in reading is the strong partnership with parents and carers. A very high proportion of pupils read frequently at home. Home-school reading diaries are completed regularly. One higher attaining pupil in Year 2 spoke with enthusiasm about reading at home to many family members, including regularly reading stories to her little sister. She also explained very clearly how the school had taught her to read. A lower attaining pupil spoke of the help his mother gives him when she listens to him read before school in the morning. He commented that "Mummy tells me the sounds" and then gave an example of a sound blend. The good support of parents for their children's learning was also noted at the last inspection.

Pupils respond well to the school's high expectations of their attitudes and behaviour. They have good relationships with each other and with the adults in school.

15. Children in the pre-reception and reception classes settle quickly into school routines. They soon learn how to behave when gathered together on the carpet for a whole-class session. Through activities such as playing number games, children in the pre-reception class soon learn to take turns. These young children follow instructions well, such as when filling pots with compost to plant broad beans. Children in the pre-reception and reception classes play well together. This was seen as those in the pre-reception class 'put on a show' in the imaginative play corner. By the end of the reception year, children are maintaining involvement in activities well. During the observation of a story time, the children were entranced, their eyes on the pictures. Many apply themselves well, as they either write about their favourite bits in the story of 'Goldilocks and the Three Bears', or as they place pictures in sequence to retell the main events in the story.
16. Pupils in Years 1 and 2 are particularly mature and independent learners for their age. They respond very positively to their teachers' high expectations that they should get on with their work when the teacher is involved in working with a small group. This was seen as pupils in Year 1 used the 'word wall' and dictionaries to find words. In a science lesson, also in Year 1, pupils worked with a high level of independence investigating what materials block light and recording this ready to feed back to the class. Pupils respond to such activities with tremendous enthusiasm and work collaboratively together. Year 2 pupils got on well, giving careful thought to their work as they made shadow puppets in a science lesson.
17. Pupils in Years 3 to 6 are mostly well-motivated and keen to learn. They follow instructions carefully and do what is asked of them. In a Year 3 science lesson, pupils investigated the functions of leaves, drew and labelled them, following each step of the lesson as the teacher required. Those in Year 4 experimented with blending dots of paint to create an impression of cool and warm colours, changing activity when asked to do so. Year 6 pupils tried hard as they went through the sections of a reading comprehension test in preparation for the National Curriculum tests. Pupils respond particularly well to challenging work. The study of an Indian village in geography in Year 4 is an example of this. At the end of a lesson on this topic, pupils were keen to read their work to the rest of the class. Most pupils had also taken care with the presentation of their work. Pupils responded well to the challenging questioning in a Year 5 religious education

lesson when they were required to think deeply about how religion affects lifestyle.

18. Behaviour is almost always good in lessons. Pupils move about the school very sensibly and show a good awareness of others, often holding doors open. They walk in an orderly manner to the hall for assembly or hymn practice and sit sensibly and quietly on the floor when they arrive. Behaviour was very good throughout a Year 3 to 6 assembly. Pupils are also sensible and aware of others when at play. Lunchtimes are pleasant social occasions. Pupils speak politely to each other and to the adults in school. This makes events such as registration efficient and helps sessions to get off to calm and orderly start. No pupil has been excluded from school, either temporarily or permanently, since the last inspection.
19. Pupils get on well with each other and with the adults in school. In lessons, they share resources amicably. As Year 2 pupils made shadow puppets, they took turns with materials such as the roll of sticky tape and there was no squabbling. Year 4 pupils, for example, are comfortable talking about personal issues in whole-class sessions. This was evident as they discussed friendship in a personal, social and health education lesson. Older pupils take their responsibilities to care for younger ones very seriously. The school is a harmonious community in which boys and girls and pupils of all ages and backgrounds mix well. Pupils work in an environment free from oppressive behaviour such as bullying, racism and sexism. Pupils' relationships with the adults who help them are friendly and courteous. Pupils with special educational needs and those who need extra help with a particular activity appreciate the additional support they are given. All pupils willingly help each other with their work, particularly those with special educational needs.
20. Pupils' good attitudes, behaviour and relationships all help to create a climate supportive of learning. Pupils enjoy school and feel comfortable and secure when at school. They can think of very little that they would wish to change about the school. These strengths were also found at the last inspection and the school has been successful in maintaining them.

There is a good range of activities additional to lessons. There are also many opportunities for older pupils to take responsibility.

21. In addition to teaching all the required subjects of the National Curriculum and religious education in Years 1 to 6, the school provides a good selection of other activities to broaden pupils' experiences. These activities are appreciated by pupils and by their parents, who recognise the additional effort made by teachers. Pupils throughout Years 1 to 6 have the opportunity to participate in music and drama productions. Year 1, 2 and 3 pupils have performed 'The Little Red Hen' for parents and friends. Year 4, 5 and 6 pupils are currently preparing a show about Samuel Pepys and the Great Fire of London. These events, as well as participation in class assemblies, boost pupils' self-esteem and build their confidence.
22. Extra-curricular clubs and sporting activities allow pupils to work and play together outside lessons and build team spirit. All pupils from Year 2 upward have opportunities for involvement. Year 1 pupils are able to participate in a short football skills course organised by Stoke City in the Community. Other club activities presently on offer include chess, gardening, cookery, wildlife and choir, as well as a range of sports. To ensure that pupils who travel to school by bus are able to participate in these opportunities, some activities are arranged to take place at lunchtime rather than after school. The media club gives specific support in writing to higher attaining Year 5 and 6 pupils. There are also additional mathematics activities for higher attaining mathematicians in Years 3, 5 and 6.
23. Year 5 pupils go on a residential visit to Standon Bowers where they take part in outdoor pursuits. The headteacher sees this event as contributing to pupils' personal development, particularly building stronger relationships and an awareness of the views of others. She has noticed how well the pupils with special educational needs are integrated with others when they return. The pupils themselves say that activities such as raft building helped them to work together.
24. Pupils' social awareness is also developed through entertaining senior citizens and through annual

grandparents' lunches. There is involvement in raising funds for charities to help pupils gain an awareness of the needs of those less fortunate than themselves. Visits out of school enhance pupils' learning, such as to museums and Chester Zoo. Year 6 pupils recall with interest the visit of a missionary in traditional Pakistani dress who talked to them about Muslim life. The school is keenly aware of the role of visitors in enlivening pupils' learning, such as elderly friends of the school who have shared their memories of childhood with pupils. Good use is also made of the school grounds and the area close to the school, such as shops and the woodland across the road.

25. Older pupils report that the many opportunities for them to take responsibility make them feel grown-up. All Year 6 pupils have jobs as monitors if they wish. Pupils enjoy the responsibility for younger pupils, for example helping to look after them during wet break times. They are pleased that the younger ones trust them. The Pupil Council gives pupils in Years 3 to 6 a chance to express opinions and to be involved in the development of the school. The school has successfully maintained all the strengths found at the last inspection in the provision of additional activities and the development of responsibility among older pupils.

Good provision is made for pupils with special educational needs. As a result, they make effective progress towards the targets set for them.

26. As at the last inspection, the school continues to make good provision for pupils with special educational needs. There is effective identification of pupils' special educational needs. Linked to this and the ongoing review of these pupils' progress, clear and specific individual education plans are provided. These plans are very detailed and help to ensure that support is matched effectively to each pupil's needs. The outcomes of this are seen in pupils' work, which shows that they make good progress towards the targets set for them.
27. Pupils are given the help they need in lessons to allow them to work at a similar level to other lower attaining or average pupils. They are then helped to record their work through simpler methods, such as drawing, where this is relevant to their needs. Teachers' questioning is often targeted to support these pupils and to help them to achieve well. In a Year 1 mathematics lesson, for example, pupils with special educational needs were given additional help through supportive questioning so that they were able to place three numbers in order. In Year 4, during a quiet reading session, the teaching assistant gave specific help to a small group of pupils. Care is taken in lessons, through good organisation, to ensure that these pupils do not stand out because of the extra help given.
28. Good attention is given to the needs of pupils with statements of special educational need. Small steps in learning are well planned for. Recording is through pictures or through an adult scribing, where this is judged to be most helpful. The amount of work produced shows a good pace to learning each term. Such pupils are helped to work at their own level with confidence and self-esteem. There is very good involvement of outside agencies.
29. The pastoral care of pupils with special educational needs is good. Much is done to boost these pupils' self-esteem and to ensure that they are fully included in school activities. A number of parents of pupils with special educational needs have expressed their appreciation of the headteacher's efforts in this respect. There is good involvement of parents in reviews of the children's special educational needs. Parents are kept well informed of their children's progress and the action being taken to support them. As the co-ordinator for special educational needs, she provides good leadership and management of this aspect of the school's work. There is good attention to the revised Code of Practice for special educational needs provision.

WHAT COULD BE IMPROVED

Pupils' progress in art and design is unsatisfactory from Year 3 to Year 6. The standards in Year 6 are below those expected nationally in this subject.

30. The last inspection found that standards in art and design were below those expected nationally at the end of Year 6 and that pupils made unsatisfactory progress from Year 3 to Year 6. A number of factors contributed to this, including the lack of a policy and scheme of work for art and design. Resources to support the teaching of art and design were also not good enough. This was almost five years ago and the school has made too little progress over this time in rectifying the situation. Standards are still not high enough. The development of pupils' knowledge, understanding and skills is still unsatisfactory from Year 3 to Year 6 because teachers' expectations of the standards pupils are capable of attaining are too low. The level at which pupils are expected to work indicates that teachers' subject knowledge is not secure.
31. Year 6 pupils' drawings of faces with headdresses show some shading, but skills in this are underdeveloped. Standards in Year 5 are low. The skills used in the work linked to Monet's garden at Giverny are typical of those normally expected of much younger pupils. The still-life water colours and tissue paper collages in this year group simply involve pupils in filling in outlines that have been provided for them. There are examples of pupils scrubbing with paintbrushes.
32. Many of the art and design activities provided are little more than exercises, for instance to make decorative patterns for Greek urns. The resulting work is too low level. Some other work involves pupils in copying the work of famous artists. There is not enough emphasis on developing pupils' own expressive work, through which they can explore ideas and feelings. There is no clear skills development to provide a foundation for this. This is particularly a concern given that pupils achieve the standards expected for their age in Year 2. There are some examples of good work in Year 1. The foundation achieved in Years 1 and 2 is not developed in the later years.
33. A new co-ordinator took over responsibility for art and design in September 2001. She has prepared a satisfactory development plan for the subject and is aware of the action required to rectify the weaknesses. She has visited a beacon school for the arts in order to see good practice and share this with colleagues.

There are no school-wide procedures for assessing pupils' attainment and checking their progress in subjects other than English, mathematics and science.

34. A key issue arising from the last inspection was that the school should complete proposals to establish assessment and recording procedures. It was indicated that these should be based on the areas of learning for children in the pre-reception and reception classes and linked to National Curriculum criteria in Years 1 to 6. There has been good progress in dealing with this in the pre-reception and reception classes, where assessment is now used well. However, there are still no whole-school assessment and recording procedures for subjects other than English, mathematics and science for pupils in Years 1 to 6. In this regard, progress in addressing this key issue has been unsatisfactory.
35. While the school recognises the importance of covering the full National Curriculum and religious education, the absence of assessment procedures restricts how well teachers can match work in all these subjects to the full range of pupils' needs in the mixed ability classes. This is a contributory factor in the unsatisfactory progress made by pupils in art and design in Years 3 to 6.

While there are examples of good marking, this is not consistent across subjects and year groups. Marking does not always give enough help to pupils, particularly in science.

36. As at the last inspection, there are many examples of pupils being given guidance through marking, but this is not consistent throughout the school. As a result, pupils are not always given enough help to improve their work.
37. In science, from Year 3 to Year 5 there are many examples of teachers accepting poor presentation. In most classes, marking rarely extends beyond ticks on the page. There is very little written feedback to pupils in Years 3 to 6 to support their learning and this is unsatisfactory. In Year 2, where overall progress is good, marking is limited to ticks and occasional comments of

praise. Year 1 stands out from the rest with the provision of comments; for instance, to direct pupils to look for particular things in the classroom display on light. In Year 1 it is possible to see how teachers pick up in the next lesson on areas identified through marking as needing further attention.

38. Generally, the marking of English work gives good help to pupils. In Years 1 and 2, spelling and punctuation errors are corrected. Words of praise are added and some indications are given to pupils to help them to know what they need to work on next. By Years 5 and 6, comments are included on the structuring of writing and pupils are given a clear direction as to how to improve their work. While care is taken to mark pupils' work and give feedback in Year 4, pupils are not making enough progress in handwriting. This is because the quality of writing is not being commented on. Weaknesses in the presentation of English work are not picked up in this year group.
39. In mathematics in Years 3 to 6 diagnostic comments are included. However, as in science, teachers do not challenge poorly-presented work in Years 3 to 5, particularly in Year 4. While marking in one Year 1 class is good in mathematics, there are few comments more widely, other than to give praise on the work of Year 1 and 2 pupils. This is even though there is good recording of pupils' progress in mathematics in these year groups and evidence that the information is used to support the planning of work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To rectify the weaknesses, while maintaining the strengths of the school, the headteacher, staff and governors should:

- a) Improve pupils' progress in art and design in Years 3 to 6 and the standards they achieve by the end of Year 6 by:
 - developing teachers' competence in the teaching of the subject, including their awareness of how knowledge, understanding and skills should be developed and ensuring that staff have training in this; and
 - increasing the opportunities for pupils' own expressive art and design work.

(Paragraphs 30 – 33)

- b) Develop and implement procedures for checking pupils' progress and recording their attainment in subjects other than English, mathematics and science in Years 1 to 6. Ensure that the information gained is used in planning learning opportunities and for matching work to pupils' needs.

(Paragraphs 34 – 35)

- c) Ensure that the marking of pupils' work in all year groups and subjects tells them what they do well and how they might improve, particularly in science.

(Paragraphs 36 – 39)

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	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	6	9	1	0	0
Percentage	0	12	33	50	5	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

	Pre-reception	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	8	249
Number of full-time pupils known to be eligible for free school meals	-	17

FTE means full-time equivalent.

Special educational needs

	Pre-reception	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	18

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	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

Unauthorised absence

	%
School data	5.6
National comparative data	5.6

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	11	15
	Girls	17	17	17
	Total	31	28	32
Percentage of pupils at NC level 2 or above	School	97 (95)	88 (95)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	15
	Girls	17	17	17
	Total	29	32	32
Percentage of pupils at NC level 2 or above	School	91 (92)	100 (95)	100 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	11	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	11	10	11
	Total	31	30	33
Percentage of pupils at NC level 4 or above	School	91 (88)	88 (85)	97 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	22
	Girls	10	10	11
	Total	30	31	33
Percentage of pupils at NC level 4 or above	School	88 (85)	91 (88)	97 (91)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	205
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)	10.2
Number of pupils per qualified teacher	24.41
Average class size	27.67

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	158.5

Qualified teachers and support staff: pre-reception

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	2
Total aggregate hours worked per week	28
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2

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	2001/2002
	£
Total income	500170
Total expenditure	481192
Expenditure per pupil	1976
Balance brought forward from previous year	15400
Balance carried forward to next year	22410

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	265
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	7	0	1
My child is making good progress in school.	42	50	6	0	2
Behaviour in the school is good.	22	71	3	1	3
My child gets the right amount of work to do at home.	15	55	23	4	2
The teaching is good.	40	55	1	0	3
I am kept well informed about how my child is getting on.	24	57	14	3	2
I would feel comfortable about approaching the school with questions or a problem.	49	42	5	2	3
The school expects my child to work hard and achieve his or her best.	48	47	2	0	3
The school works closely with parents.	25	55	11	3	3
The school is well led and managed.	30	50	15	1	3
The school is helping my child become mature and responsible.	36	56	5	0	3
The school provides an interesting range of activities outside lessons.	36	47	9	1	5

Not all responses to questions total 100 owing to rounding.