

# INSPECTION REPORT

## **WELTON C of E PRIMARY SCHOOL**

Welton, Daventry

LEA area: Northamptonshire

Unique reference number: 122001

Headteacher: Diane Chisholm

Reporting inspector: Brenda Iles  
12000

Dates of inspection: 22<sup>nd</sup> to 23<sup>rd</sup> April 2002

Inspection number: 198895

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Well Lane Welton Nr. Daventry Northamptonshire
Postcode:	NN11 5JU
Telephone number:	01327 703177
Fax number:	01327 301864
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Curtis
Date of previous inspection:	1 <sup>st</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
12000	Brenda Iles	Registered inspector
14178	Patricia Willman	Lay inspector
17454	Brian Aldridge	Team inspector

The inspection contractor was:

SES Ltd.

132, Whitaker Road  
Derby  
DE23 6AP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Welton, close to the town of Daventry. While most pupils attending the school live locally in privately owned housing, many travel from the surrounding villages and Daventry due to the school's growing popularity. One hundred and twenty-four pupils, 76 boys and 48 girls, attend the school aged from four to eleven. At the time of the inspection 18 children were in the reception year group. The school is smaller than most primary schools but has increased in size since the last inspection. Three per cent of pupils are entitled to have free school meals, which is well below average. No pupils have English as an additional language and almost all pupils come from European backgrounds. Eighteen per cent of the pupils are on the register of special educational needs, which is below average. One pupil has a statement. Twenty-one per cent of pupils joined or left the school at times other than the usual admission and transfer times during the last year, which is well above average. There is a broad range of attainment on entry; local assessment information indicates children start school at about the same stage as most four -year-olds. More parents than average have higher education qualifications. There have been many staffing changes and changes to the governing body in the last two years. Recent staffing difficulties have been managed effectively. A replacement teacher has been appointed to provide continuity following a period of disruption for pupils in Years 1 and 2.

### **HOW GOOD THE SCHOOL IS**

The school is under new leadership and has improved rapidly. In the last two years the curriculum has been reviewed, teaching is now very good in the juniors and standards by the age of eleven are consistently high. The quality of education is good in the Foundation Stage and children make good progress. Teaching is now good in Years 1 and 2 but there has been insufficient time for the current provision to make a full impact on standards, which are not as high as they could be in Year 2. The school provides good value for money.

#### **What the school does well**

- The school is very well led and managed.
- Standards are high in English, mathematics and science by the age of eleven
- Teaching is very good in the junior classes.
- Partnership with parents is very good.

#### **What could be improved**

- Standards in writing and numeracy by the age of seven
- Standards in and provision for ICT
- Pupils' personal and social development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the appointment of the new headteacher two years ago the pace of change has been rapid and there has been good improvement. The headteacher and governors have a clear vision for the school, provide very good leadership and have a very good awareness of the school's strengths and weaknesses. The key issues identified in the last inspection report have been tackled well. Standards in design and technology are now above the expected levels, subject leadership is very good and the curriculum has been reviewed to ensure that it meets the needs of all pupils well. The national strategies for literacy and numeracy have been implemented effectively. Monitoring arrangements are systematic and thorough and teaching has improved. High standards have been maintained in English, mathematics and science in Years 3 to 6 and teaching for this age range is now very good. Teaching in the infants is

now good and this is supporting well the school's aim to address concerns of underachievement rapidly. The commitment to school improvement is very good.

## 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	A*	A*	A*	A
Mathematics	A*	A*	A	A
Science	A*	A	A*	A

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

Standards over the last three years have been consistently well above average in Year 6 compared to similar schools and are frequently within the top five per cent of schools nationally. Inspection evidence confirms that pupils are challenged well and minor variations are due to the different proportions of pupils who are more able or who have special needs within the small cohorts. The current Year 6 is achieving standards that are at least above average, with more able pupils continuing to achieve highly. Both the least and the most able pupils achieve well.

Children start school with average standards and achieve well in the reception year. The picture is not as strong at the age of seven. In last year's national tests and teacher assessments for Year 2 pupils' strengths were evident in reading and science. However, too few pupils achieved the higher levels in writing and mathematics. Inspection evidence confirms the school has taken the appropriate measures to address the issues and agrees that standards, while generally above average compared to all schools, could be higher. The recent rapid improvement is due to good teaching, which is enabling pupils to accelerate their learning.

Standards in design and technology, a weakness in the last report, are now above average. Standards in ICT are below average at seven and eleven; the school has already prioritised the development of this subject.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is mainly good.
Personal development and relationships	Strong relationships with staff support learning and individual needs well. While pupils are well supported they do not take enough responsibility for their learning and behaviour.
Attendance	Attendance is well above average.

## TEACHING AND LEARNING

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

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

The teaching of literacy and numeracy is a strength and is very good in the juniors. In Years 3 to 6 there are features of excellence in the teaching and work is appropriately challenging. Lessons have a very fast pace, and questioning techniques and the management of behaviour are very good. All teachers have very good relationships with pupils and know them very well. While teaching is good in the Foundation Stage and Years 1 and 2, targets could be more precise to raise the pace of improvement even faster. The new Year 1 and 2 teacher has quickly improved the climate for learning and issues of discontinuity and lack of challenge in earlier work have been addressed. Pupils with special needs receive good support and make good progress. Overall pupils make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs of pupils well. Progress in developing ICT has been slow but staff training and improvements in resources are now taking place.
Provision for pupils with special educational needs	Provision is good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Staff provide very good role models. They promote positive values, self-esteem and care and consideration for others.
How well the school cares for its pupils	Pupils are very well cared for within a warm and caring ethos.

The school has very strong and effective links with parents and the community and this aspect of the school's work is a significant strength, which contributes very positively to the high standards achieved by the age of eleven.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership. The school is well managed and staff provide very good support
How well the governors fulfil their responsibilities	Governors are knowledgeable and provide very good support.
The school's evaluation of its performance	Evaluation is good. There is good awareness of the strengths of the school and priorities for improvement.



The strategic use of resources	Resources are used well to support learning and teaching
--------------------------------	--

The leadership of the headteacher is a significant strength and there is a very clear vision and high level of commitment to improve the school. Funds are very well managed and day-to-day routines are very effective. Governors monitor the quality of provision and apply the principles of best value very well.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Standards are high and their children are expected to work hard.</li> <li>• The school is very well led and managed</li> <li>• The ease with which they can discuss problems and ideas with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Standards at the age of seven</li> <li>• Standards in ICT</li> <li>• The amount and consistency of homework</li> </ul>

Parents are very pleased with most aspects of the school's work and comment very favourably on the improvements made under the leadership of the headteacher. Inspectors support parents' positive views but they think that standards could be higher by the age of seven. All pupils have a good range and amount of homework but its style and purpose vary from class to class which confuses some parents.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The school is very well led and managed**

1. The headteacher provides outstanding leadership. Governors and staff provide very good support and, because staff work as a committed team, the school is very well managed and organised. The many strengths in the school's leadership have supported significant change in the last two years. The school has a very clear, shared vision for the future and the optimism and enthusiasm of staff and governors drives a rigorous programme of improvement. This shared sense of purpose comes from the full involvement of staff and governors in defining the school aims and vision statement and analysing the strengths and weaknesses. The school plan enables everyone to understand the important role they play in enabling the school to realise its aims. The annual plan is a working document that enables staff to recognise their roles and the timescales for developing aspects of the school's work. The longer term plan outlines how the school can continue to improve.
2. The roles of subject leaders, criticised in the last report, have developed well. The majority of staff are new to the school and have embraced the opportunity to extend their professional development by developing a range of subjects, building on individual strengths and sharing subject knowledge and expertise. A feature of the school ethos is the shared approach to learning which embraces adults and pupils. This provides a very good role model for pupils.
3. A rigorous programme of monitoring and evaluation which involves the headteacher, coordinators and the local education authority link inspector have supported the development of high standards in teaching and learning, especially in Years 3 to 6. Analysis of information gleaned from the monitoring together with regular reviews of school performance measured against national and similar schools has helped to identify strengths and areas for improvement. The school has accurately identified its main priorities. The headteacher's collegiate style has enabled staff to feel included in the decision-making processes. All ideas are valued and there is regular open discussion to share successes and to address difficulties. Performance management has been introduced effectively and staff training and development are linked carefully to both school and individual needs.
4. Governors give very good support. Although almost all have been appointed in the last two years they are knowledgeable and attend the local training programme. The finance committee reviews the school budget systematically and there is good communication between the various sub-committees. They understand well the need to apply the principles of best value to their work, and do so. Governors regularly spend time in school, monitor aspects of the school's work and provide a helpful critical eye. The local vicar is also a governor and leads an assembly each week.
5. Staffing difficulties in the infants have been managed professionally, following the agreed procedures for situations of this kind. The governors have worked closely and supportively with the headteacher to address the problems. Inspection evidence confirms that effective measures are being undertaken and the current quality of provision for six and seven-year-olds is good. The new temporary teacher is being well supported to understand the English education system. She is receiving the appropriate training to support the national strategies for literacy and numeracy and is also contributing positively to the school team, sharing her breadth of knowledge and experience of teaching and managing the age range abroad.

6. Day-to-day management is very effective. The school administrator is welcoming and very well organised, enabling the headteacher and teaching staff to concentrate on their teaching responsibilities. Records of attendance and of budgetary procedures are very good and they are efficiently maintained. Very good communication enables staff, governors and parents to feel well informed. The school building is clean and tidy and enhanced by bright and attractive displays of children's work. These features demonstrate the pride that each member of staff takes in maintaining high standards.

### **Standards are high in English, mathematics and science by the age of eleven**

7. Over the last four years standards have been frequently within the top five per cent of schools in English, mathematics and science. When compared to similar schools, pupils' performance in 2001 was well above average in these subjects. The proportion of pupils who gained the higher levels in all subjects was very high and within the top five per cent of schools. Minor variations from year to year reflect the different proportions of pupils who are more able and those who have special educational needs in small cohorts. Inspection evidence shows that the school's detailed assessments and analysis of the test results ensure that progress is carefully monitored and this enables teachers to plan work which offers appropriate challenges for pupils. This practice is enabling the school to maintain consistently high results. The very good quality of teaching, very good parental support and high levels of attendance all contribute to the achievement of high standards. Standards attained by the present Year 6 continue to be well above average in English, mathematics and science. Although there are fewer very high attaining pupils in this cohort, they are almost all likely to achieve above the expected levels for eleven-year-olds. The school sets challenging targets, which it is likely to meet.
8. Provision for more able pupils is very good. Teachers plan lessons matched well to the needs of groups of pupils. Through very good teaching which reviews prior learning, defines precisely the next development steps and sets high expectations, pupils make rapid progress and are eager to succeed. Target setting with pupils places the focus on improvement. Good quality marking and very good evaluative questioning enable pupils to understand the strengths and weaknesses in their work. In discussion pupils are clear about what they need to learn next to improve. Pupils express their enjoyment of lessons, for example in literacy and numeracy, and articulate clearly aspects of learning which have excited them, for example increasing the speed of their responses in mental mathematics and writing in the style of authors such as Jacqueline Wilson and Edward Lear. Teachers identify the most talented pupils and make arrangements, where appropriate, for them to work with older pupils and access the curriculum at higher levels. Care is taken to ensure they do not repeat work from year to year.
9. Strengths in English well support development in other subjects, for example science. Pupils are articulate and their speaking and listening skills are very well developed. They use a broad range of language and, by Year 6, express ideas and opinions in a mature manner, competently presenting reasoned evidence to support their views. Pupils eagerly contribute suggestions and pose questions that influence discussions. This was evident when pupils discussed with inspectors their favourite books, authors and styles of writing. They describe the process that supported writing poems in the style of Edward Lear and in designing slippers in design and technology. In a very good literacy lesson in Year 3 pupils eagerly spotted the teacher's deliberate mistakes in her modelling of letter writing. They corrected errors and added description to make

the text more interesting for the recipient. In mathematics, Year 4 pupils explained clearly methods of calculation and expressed the place value of hundreds of thousands in words and figures.

10. Pupils use specific subject terminology well. This is because teachers reinforce the terms and expect pupils to use the words in their responses. For example, in a science lesson, Year 3 pupils used terms such as 'germinate' and 'chlorophyll'. Pupils demonstrated their high achievement when they explained their investigations of plant growth, inspired by the detail that can be observed using a microscope, and predicted what would happen if plants were deprived of water, light and heat. By Year 6 pupils' recorded work shows good knowledge and understanding of the functions of the organs of plants and the human body. In discussion they also have a clear understanding of how to conduct a fair test and describe the features of fair testing using terms such as 'control' and 'variable'. Good use is made of mathematical understanding to calculate and record data.
11. Pupils are proud of the displays that celebrate their achievements, for example, factual accounts about the history of the locality and evaluations of designs linked to the study of Egyptians and their lifestyles. Pupils use Standard English and informal speech appropriately by the time they are eleven and have a good sense of audience.
12. Pupils say they love books and read a wide range of literature. They discuss books they have reviewed and have a very good understanding of the different purposes of reading, for example for pleasure and research. They explain clearly how to locate books in a library and find information from reference books, encyclopaedias and dictionaries. Most use their home computers to access a wider range of information from the Internet. They give reasons why they prefer the style of some authors to others, for example, Jacqueline Wilson, J.K Rowling and Roald Dahl. Pupils talk about features of the writing which describe events and characters and how the descriptive vocabulary helps them to imagine and predict what might happen next.
13. The literacy and numeracy strategies have been implemented effectively and they support learning in other subjects such as science and design and technology. The priority placed on accurate spelling, punctuation and the use of grammar enables pupils to reach the high expectations made of them. Pupils have regular spelling homework and weekly spelling tests monitor improvements. They write for a wide range of different purposes including stories, poems, reports, letters, lists and labels. A significant amount of work has been completed since the start of the school year and, by the age of eleven, pupils understand the forms of writing which are best suited for different purposes. Their skills exceed those of most eleven-year-olds. Pupils organise their writing into paragraphs and chapters and understand how to plan and develop a piece of writing. They discuss how their stories will begin, the characters and events, interesting words to use and the way the story might end. Pupils' work reflects pride in presentation and their handwriting is neat, legible and joined.
14. In mathematics pupils have a very good knowledge of number. By Year 5 they work competently with tens of hundreds and explain clearly place value and different ways of calculating numbers to achieve the same answers. They also record their calculations in a range of different formats. This encourages creative thinking and decision-making. Pupils also self correct because they are used to checking whether or not the outcomes of their calculations are reasonable. Pupils enjoy mathematics and respond well to opportunities to collaborate to work out problems. By the age of eleven they calculate averages, work to three decimal places, understand percentages of numbers and represent data in graphs. They have a good knowledge

of regular and irregular shapes, understand the number of degrees in the angles of triangles and recognise different types of triangles. More able pupils work alongside their older friends in other classes and are well challenged.

15. Pupils achieve very well. Pupils with special educational needs reach the targets set out in their individual education plans. The use of target setting is supporting the needs of all pupils in Years 3 to 6 well and with even greater refinement the school expects to broaden its success further. This reflects strong commitment to improvement.

### **Teaching is very good in the junior classes.**

16. Thirteen lessons were observed during the two days of the inspection and in this small sample half were very good with features of excellence. The remainder were almost all good. No unsatisfactory teaching was observed. There has been an improvement in the proportion of good and very good teaching since the last report.
17. Teaching in Years 3 to 6 is consistently of high quality. Teachers have implemented the literacy and numeracy strategies effectively and the high expectations teachers have of pupils supports high levels of attainment. The range of teaching strategies ensures pupils maintain high levels of motivation and interest in their lessons. There is a rigorous pace to lessons and the structured use of time ensures there is an appropriate balance of direct teaching, discussion, and practical application to engage pupils' interest. In an excellent Year 4 literacy lesson the teacher used questioning techniques very well to build on her analysis of pupils' previous work. Very good use was made of assessment information and constructive criticism of samples of writing left pupils in no doubt about what they needed to do next to achieve more highly. In all lessons the involvement of pupils in self-evaluation is a strong feature. Pupils are confident to point out mistakes because they are treated as a natural part of learning and are corrected in a supportive, developmental manner. The keen desire to improve and please means pupils listen intently to their teachers. The technique of the teacher making deliberate mistakes for pupils to correct works well. In Year 3 one pupil asked, 'What's the matter today, you're making lots of mistakes for us to correct!'
18. A strong feature of all lessons is the very good relationships teachers have fostered with pupils that enable humour and care to be mixed with firm discipline. The management of behaviour is very effective and requires pupils to take turns and respect the views of others and the right to be heard. Very good subject knowledge and detailed planning, which draws well on the schemes of work for subjects, ensure pupils have a variety of experiences that inspire them to learn.
19. Very good teaching of mathematics in Years 5 and 6 supported pupils to work at a very fast pace when calculating averages and adding receipts mentally. The brisk pace, very good use of whiteboards and direct questioning ensured all pupils were fully included in the mental oral starter, discussions and feedback sessions. These strategies enabled the teacher to assess quickly the levels of understanding of each pupil and to increase the level of challenge.
20. Teachers make good use of specific subject vocabulary and expect pupils to use the terms they have introduced in their responses. Pupils develop an extensive range of words which they use competently in their discussions and writing, building upon the very good role models presented to them. Assessment procedures are thorough and teachers' records indicate the progress made by the pupils from term to term. To achieve even higher standards teachers may consider making these predications even more precise and time related.

21. Although classrooms are frequently cramped, bright displays, very good organisation and high expectations of pupils enable the best use to be made of the available resources. In a very good ICT lesson taught by the coordinator good use was made of the magnifying screen so all pupils had a good view of the steps to take to send an e-mail and a reply. This supported the recognition of icons and confidence in procedures. Although standards in ICT are currently a weakness, the quality of teaching by the subject leader is a significant strength that is positively influencing practice across the school.

**Partnership with parents is very good.**

22. Parents are extremely supportive of the school and their comments and responses to the pre-inspection questionnaire confirm the school's strengths. A high proportion of parents say their children like school, teaching is good, the school expects their children to work hard and they feel well informed about their children's progress. They also believe the school is well led and managed and recognise the improvements in the ways the school works with parents under the new leadership. Parents also feel comfortable to approach the school at any time with their concerns or suggestions and value the warm, caring, Christian ethos. Some parents would like to see a broader range of activities provided outside of lessons at the end of the school days. Inspection evidence shows that sporting opportunities and the chance to play a musical instrument enhance learning. The staff is small in number and places high priority on team planning to ensure continuity and to develop high standards for all age ranges. Frequent meetings mean that staff are not available to run clubs at the end of the school day. This situation is similar to that in most small schools and the school is open to community support to enable the extension of the existing provision.
23. Teachers value the strong partnership with parents and the community. The curriculum information shared with parents and supportive evenings to explain how literacy and numeracy are taught all support continuity of approach between home and school. Parents make a valuable contribution to children's learning. They are very supportive of the work that their children are expected to do at home. While some parents would like their children to have more homework, others feel the amount is appropriate for the age ranges. The challenge is to make homework for older pupils as interesting and challenging as possible to enable them to apply their very good literacy and numeracy skills to real life problem solving situations.
24. Through an active 'Friends of the School' association parents organise a good range of social and fund raising activities to support projects that enhance the environment and their children's learning. For example, funds are being used to support the development of the computer suite and to restyle the playground and external surroundings.
25. Parents are well informed about the school, their children's activities and progress in learning through a very high quality range of letters, newsletters, reports and meetings. The open door policy enables parents to speak to staff regularly.
26. Parents of pupils with special educational needs receive good support and staff ensure that parents are fully involved in reviewing the progress their children make

against the targets set in their individual education plans. These reviews meet the requirements of the Code of Practice. There are good links to inform parents of their child's progress and regular consultations with parents to review progress and needs.

27. The school prospectus and annual governors' report to parents provide useful information for parents. They are well presented and clearly written. Reports to parents also provide good information about progress. Parents value the regular opportunities they have to talk to staff. These strengths show the school has made good improvements in restoring parents' faith in the school's work following a period of concern and dissatisfaction. Relationships and partnership are now very good and better than they were at the time of the last report.

## **WHAT COULD BE IMPROVED**

### **Standards in writing and numeracy by the age of seven**

28. Standards by the age of seven are not as high as they could be in writing and numeracy. In last year's national tests for pupils in Year 2, compared to all schools Welton was well above average in reading and above average in writing and mathematics. However, compared to schools with a similar intake it was above average in reading, average in mathematics and below average in writing. Inspection evidence shows that, while pupils frequently achieve above average standards in both aspects of learning, standards could be higher. Overall pupils have not been fully challenged and could do better.
29. The school identified underachievement for this age group following the analysis of national test results over two years and rigorous monitoring of teaching and learning. Appropriate action is being taken to address this issue and it forms a major element of the drive to reach the highest possible standards for all age groups. In the last report the quality of education for Years 1 and 2 was criticised and a key issue was to improve the quality of teaching in the infants. Staffing difficulties and ill health have led to discontinuity in teaching and learning and consequently pupils have not sustained the good rate of progress made in the reception class. The analysis of work shows that in the past all pupils too frequently had the same work to do. While the curriculum has been covered, insufficient attention was given to the particular needs of different groups, for example the more able. The exception is in reading, a strength in literacy that has been taught effectively. Too little emphasis was placed on writing and aspects of investigative mathematics to raise attainment higher.
30. Inspection evidence shows the action the school is taking is having a positive effect. The quality of teaching in the Foundation Stage and for Years 1 and 2 is currently good. Since January pupils have been taught by a temporary teacher. Although the teacher's qualifications are not recognised in this country, her teaching and management experience have enabled her to give good support to the school and pupils' have made rapid progress. Expectations have been raised and the pace of learning has improved. This is evident in the amount and range of work covered in English and mathematics. While the gap is closing, there has been insufficient time for this good quality teaching to make a full impact on pupils' attainment.
31. At the present time pupils are catching up on their learning, with a particular focus on writing skills. The drive to improve the quality of written work is successful and the

majority of pupils are making good progress. However, the teacher has to consistently reinforce her high expectations and raise pupils' understanding of what can be achieved. For example, although pupils have good knowledge of phonics and understand the use of punctuation such as capital letters and full stops they do not independently apply these skills to their work until required to do so. There is still some reluctance to attempt to spell new or difficult words independently. Similarly pupils need encouragement to write at length. The teacher has to be very specific about the expectations of the amount of writing that should be completed in a given period. Standards have improved recently and more pupils are now reaching higher levels in both writing and mathematics. This is the result of the good teaching. Pupils with special educational needs are appropriately challenged in the important areas of literacy and numeracy and the additional support of classroom assistants enables their full inclusion in lessons. Tasks are specifically matched to their needs and pupils make good progress. Despite the weaknesses identified in provision for this age group, the quality of this element of support has improved since the last report.

32. In mathematics, pupils' work shows good knowledge of number bonds and the four rules of number; while different groups of pupils complete different tasks the overall picture is similar to that seen in writing. More able pupils have not been challenged well enough and there is an over-reliance on workbooks rather than practical investigative problem solving to enable pupils to explore and apply their knowledge of number in greater depth. In discussion pupils say they enjoy mathematics and the games played at the start and end of lessons. They describe the attributes of two and three-dimensional shapes and more able pupils recognise and name spheres and pyramids. Pupils use subject language well, for example, terms such as face, surface, edge and corner when describing shapes. The focus now is on challenging this age group to ensure they reach their full potential by the time they are seven. The action taken to address the issue of underachievement has been managed very well by the headteacher and governors, who have followed the advice, support and procedures relevant to this situation.

### **Standards in and provision for ICT**

33. Standards in ICT are below average and lower than those described in the last report. The subject has already been identified as a priority area for development and is a current focus for school improvement following the timescales set in the school plan. Since the last report national expectations have increased and the school has not maintained a sufficiently brisk pace of change. Under new leadership there has been rapid improvement recently and standards are now rising quickly. However, at the time of the inspection they were below those expected for pupils in Years 2 and 6.
34. A significant inhibiting factor in delivering the curriculum is the lack of sufficient resources to enable pupils to have the frequent and regular access to computers to refine and practise their skills. At present computers are used in most lessons and pupils follow a rota to ensure they all have equal access. Each class has its own computer and, while they are used well, they are insufficient in number to develop and extend the skills pupils need to apply new technology to their learning. The school has Internet access and by the age of eleven almost all pupils can use the Internet and send an e-mail message. Pupils in all age groups have a good understanding of the important role of technology in their lives but have too few opportunities to extend and apply their knowledge independently in practical situations. At lunchtime pupils who do not have computers have priority access to support their learning and extend their



experience. There are good examples of the use of ICT for word processing, displaying data and designing pictures in the style of other artists, for example Kandinsky. In discussion the pupils describe how to access the Internet for research purposes, explain how to use function keys and icons, for example to edit text, highlight, copy, cut, paste and print. They become frustrated, however, by their slow progress and the mistakes they make because their keyboard skills are weak. This slows down the pace of task completion and limits achievement. Younger pupils in the infants and Year 3, for example, are at a similar stage to older ones in Year 6 and there are good indications that the school's plans for developing the subject are having a positive impact. Standards are improving for all year groups.

35. The school has identified ways of adapting the current building to create a computer suite in the library. The school has a development grant and has contributed funds from the budget to support this development. Parents have given very good support, raising funds to purchase much needed resources for ICT. The planning programme is due to be completed for the start of the autumn term and staff and pupils are excited by the opportunities this will offer.
36. The coordinator provides very good leadership and the programme designed to adapt the curriculum, address staff training and monitor progress is, so far, very successful. She has strong subject expertise and gives very good guidance to staff. Her teaching is very good and this enables the subject to progress rapidly and promotes confidence and enthusiasm. There is a very good, shared understanding of the current strengths and weaknesses and a keen enthusiasm to improve. For example, very good use was made of the new microscope in a science lesson. This enabled pupils to marvel at the detail of plant roots. Staff are currently receiving training to improve their knowledge and expertise and show at least sound levels of competence. The one lesson observed was of very good quality. Pupils made rapid progress because the teacher celebrated the progress they made in sending an e-mail joke to a friend and motivated them to understand the purpose of passwords through good humour, which enabled pupils to see how to use the programs and utilities. The lesson had a swift pace and purposeful atmosphere, which supported pupils to feel relaxed and confident. This form of communication was also well linked to literacy, comparing communicating by letter with an e-mail message.
37. In other classes computers and equipment were used as valuable resources, for example to create databases in Years 5 and 6, and to develop keyboard knowledge and word processing skills when drafting sentences in Years 1 and 2. Displays also promote technical language, support pupils who work independently by providing directions and reflect the use of ICT across subjects.
38. Discussions with pupils show there are areas of the curriculum that they have not yet accessed, for example sensing and controlling. This is because pupils are still catching up on knowledge and skills that have not been taught earlier. The schools plans and monitoring and evaluation procedures mean that the issues are being addressed well and that, while standards are currently lower than they should be, they are likely to rise very quickly as ICT is linked across subjects to become another learning resource. While progress since the last report has been unsatisfactory the progress made over the last eighteen months has been rapid and the commitment to succeed is very high.

### **Pupils' personal and social development.**

39. Pupils' attitudes to school are positive and their regular prompt attendance supports learning well. In discussion, pupils of all ages describe a broad range of lessons and activities they enjoy. The strong and effective guidance given by teachers ensures

pupils' behaviour is good overall. However, there are too many occasions when pupils need reminding to take turns to express an opinion and to value the contributions and views of others. Their exuberant approach to life and learning sometimes leads to disagreements that require adult intervention to promote reasoned resolutions. Pupils take pride in their achievements and enjoy keen competition. However, they also need more opportunities to take responsibility for their own behaviour, learning and the lives of others in their school community. Some pupils find it hard to accept disappointment. Pupils do not learn the skills of negotiation that would enable them to resolve conflicts independently or develop the understanding that would enable them to recognise occasions when they need to accept defeat or loss with dignity.

40. The very positive role models presented by staff set a good example for pupils to follow. Pupils are motivated by the rewards they get for good work and behaviour and know the school rules and sanctions. There are a small number of occasions, when pupils are not directly supervised by an adult, that they choose to ignore the rules. This spoils a positive picture as in discussion pupils articulate clearly their knowledge of right and wrong.
41. Pupils are not presented with enough opportunities in which they can contribute to decisions that affect school life. For example, older pupils do not generally support younger pupils, for example at playtimes by devising games for younger friends. The school is already aware of the need to extend pupils' personal responsibilities and recently a group of older pupils have been elected by their friends to lead a healthy eating initiative. Pupils are excited by the chance to gain information and views by talking to their friends and reaching consensus based on reasoned arguments.
42. The weakest area is seen in pupils aged five to eight who interrupt others during discussions in their eagerness to give their own opinions, for example, in literacy and numeracy sessions. There are also occasional emotional tantrums when a small number of the youngest pupils find it hard to wait their turn for adult attention. This behaviour is managed with calm, positive, firm insistence and reinforcement of the agreed school rules. Younger pupils do not have enough creative opportunities that require them to work and play collaboratively.
43. Time is taken to discuss issues of concern to help pupils to share their feelings and understand how their behaviour affects others. Although the school is already taking some action to develop this area of pupils' development there is more that can be done to promote higher levels of personal independence and responsibility.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

- (1) \*Raise standards in literacy and numeracy higher by the age of seven by:
  - ensuring more able pupils are fully challenged
  - setting precise time related targets which make high expectations of pupils
  - prioritising the monitoring and evaluation of the quality of teaching to sustain good practice. Paragraphs 28-32.
- (2) \*Raise standards in ICT by:
  - completing the programme for staff training and development
  - improving resources to support the development of the curriculum
  - providing more opportunities for pupils to practise their skills and apply them to their learning. Paragraphs 33-38.

- (3) Improve provision for personal and social development by:
- providing more opportunities for younger pupils to take responsibility through creative, collaborative activities
  - using drama to develop the skills of negotiation and reasoning
  - enabling older pupils to take a more active role in decision-making
  - encouraging older pupils to take more responsibility for their younger friends. Paragraphs 39-43.

**\* Indicates that the school is aware of the issue and has included it in its school development plan**

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	5	1	0	0	0
Percentage	15	38	38	8	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 seven 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)		124
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.8

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

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	13	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	13
	Girls	5	5	5
	Total	18	16	18
Percentage of pupils at NC level 2 or above	School	100 (100)	89 (96)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	5	5	5
	Total	18	17	18
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	100 (96)
	National	85 (84)	89 (88)	91 (90)

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	4	3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	6	6	7
Percentage of pupils at NC level 4 or above	School	86 (100)	86 (95)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	6	6	7
Percentage of pupils at NC level 4 or above	School	100 (100)	86 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	106
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	22.5
Average class size	25

#### **Education support staff: YR-Y6**

Total number of education support staff	5
Total aggregate hours worked per week	73.5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000-2001
	£
Total income	251,373
Total expenditure	241,895
Expenditure per pupil	2,104
Balance brought forward from previous year	2,200
Balance carried forward to next year	11,678

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	71

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	3	0	0
My child is making good progress in school.	49	42	7	1	0
Behaviour in the school is good.	44	49	4	0	3
My child gets the right amount of work to do at home.	41	41	17	1	0
The teaching is good.	63	30	0	1	6
I am kept well informed about how my child is getting on.	54	37	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	76	21	1	0	1
The school works closely with parents.	54	38	8	0	0
The school is well led and managed.	79	18	3	0	0
The school is helping my child become mature and responsible.	61	37	1	0	1
The school provides an interesting range of activities outside lessons.	21	49	24	3	3