

INSPECTION REPORT

**CLAINES Church of England PRIMARY
SCHOOL**

Worcester

LEA area: Worcestershire

Unique reference number: 116793

Acting Headteacher: Mrs S Helps

Reporting inspector: Mrs S M Barnes
(Ofsted No: 16249)

Dates of inspection: 4 - 6 December 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Schoolbank Claines Worcester
Postcode:	WR3 7RW
Telephone number:	01905 451235
Fax number:	01905 453522
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Howard
Date of previous inspection:	2 - 5 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs S M Barnes (Ofsted No: 16249)	Registered inspector
Mr W Cook (Ofsted No: 13279)	Lay inspector
Mr D Price (Ofsted No: 8534)	Team inspector

The inspection contractor was:

Cambridge Education Associates Limited
Demeter House
Station Road
Cambridge
CB1 2RS

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Claines Church of England Voluntary Controlled Primary School is an average sized, one form entry, school with 202 boys and girls on roll. It is situated in a semi-rural environment on the outskirts of the City of Worcester. The majority of the pupils come from the villages of Claines, Fernhill Heath and the surrounding area. The number of pupils eligible for free school meals is well below average. There are 28 pupils on the school's register of special educational needs and this is also below average. Thirteen pupils were at stages 3-5 on the register and one pupil had a statement of their need at the time of the inspection. Very few of the pupils are from ethnic minority groups and virtually all of the pupils speak English as their first language. The intake of the school is mixed but in the main the pupils come from favourable socio-economic backgrounds. The previous inspection reported that the attainment of children on entry to the reception class was above average and this continues to be the case. At the time of the inspection the school had had an acting headteacher for two terms.

HOW GOOD THE SCHOOL IS

The school has many strengths and, overall, provides an acceptable standard of education for its pupils. The teaching is satisfactory overall and a significant proportion of the teaching observed was good. The leadership is satisfactory overall, although there have been weaknesses in monitoring pupils' progress and the standards they attain in the long term. There has been satisfactory improvement in the issues raised by the previous inspection. Significant improvement has been effected in some areas of the curriculum, such as information and communication technology. A higher than average proportion of pupils attain standards above those normally expected of pupils of eleven at the end of Key Stage 2. However, in some areas, such as in writing at Key Stage 1 and the early part of Key Stage 2 and science at Key Stage 2, the overall progress made by pupils is unsatisfactory. The school provides satisfactory value for money.

What the school does well

- The provision that the school makes for the spiritual, moral, social and cultural development of its pupils is good and is a major strength. As a result, pupils' personal development and behaviour are good.
- Pupils are currently making good progress in developing their skills in information and communication technology.
- There is good provision for children under five in the reception class and they make satisfactory progress in all six areas of learning for children of that age.
- The provision for pupils with special educational needs is good and they make good progress towards their learning targets.
- Links with parents are good and have a positive impact on pupils' learning.
- There has been good progress in the development of assessment and the analysis of data.

What could be improved

- Pupils make unsatisfactory progress in writing at both key stages.
- Progress in science is unsatisfactory at Key Stage 2.

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

Given the above average attainment of pupils on entry, the strong support of parents and the good resources available, the school is underachieving in science at Key Stage 2 and writing at both key stages.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. At that time, attainment was above average overall at both key stages. Pupils made at least satisfactory and often good progress in English, mathematics and most other subjects. However, key issues were highlighted to improve practice in assessment, refine and develop planning, improve the use of information and communication technology and improve communication with parents. Since that time the school has made a satisfactory level of improvement overall. Communication with parents is now good. There has been a good level of improvement in pupils' use of information and communication technology. Assessment in English and mathematics has been well developed and tracking systems are in place. However, the use of the information thus

provided, to achieve a suitable match of work to pupils' abilities across the school and to try to raise standards, is only very recent. Teachers' individual planning is developing satisfactorily overall, although the needs of average and lower-attaining pupils are still not always effectively met in all lessons.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	B	C
Mathematics	A	A	A	B
Science	C	A	B	C

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

From the table above it can be seen that results in the end of key stage tests in English at Key Stage 2 were well above average in 1998 and 1999 and above average in 2000. When compared to the results attained in similar schools, the results were average. A higher than average proportion of the pupils attained the higher Level 5 and the proportion attaining Level 4 or above was also above average. In 2000 at Key Stage 1, the proportion of pupils attaining Level 2 or better in reading was above average but was average when compared with similar schools. The proportion attaining Level 2 or better in writing was average but well below average compared to similar schools, despite the attainment of that cohort being above average on entry to the school. Currently, standards in reading are average at Key Stage 1 and above average at Key Stage 2. Standards in writing are average at Key Stage 1. At the start of Key Stage 2, pupils make unsatisfactory progress and standards decline. However, progress is better for the oldest pupils and by the end of the key stage standards in English are above average overall.

In mathematics, standards in the end of key stage tests at the end of Key Stage 2 have been consistently well above the national average and above average compared to similar schools. In 2000 the proportion of pupils attaining Level 5 was very high and was in the top five per cent compared to national figures. At Key Stage 1, the proportion of pupils attaining Level 2 or above was below the national average and well below similar schools. Currently, however, standards are average at the end of Key Stage 1 and above average at the end of Key Stage 2.

In science, the results of the end of key stage tests at seven have been consistently good. Results at eleven have been more variable. In 1998 they were average and in 1999 they were well above average. In 2000, they were above average compared to all schools but average compared to similar schools. The proportion of pupils who attained Level 5 was also well above average. Currently, standards in science are above average at the end of Key Stage 1 and average at the end of Key Stage 2. While higher-attaining pupils make steady progress and pupils with special educational needs are well supported, the progress of the majority is unsatisfactory at Key Stage 2. This is most particularly the case in the development of the skills of scientific enquiry.

In information and communication technology, pupils are generally making good progress throughout the school and standards are in line with those expected of pupils at seven and eleven. Standards in the subject were a key issue at the time of the previous inspection and good progress has been made in resolving that issue.

Children under five in the reception class make satisfactory progress in all six areas of the foundation curriculum.

Pupils with special educational needs make good progress towards their learning targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They listen attentively to their teachers and generally try hard.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Pupils are well behaved in lessons and around the school. There have been no exclusions in recent years.
Personal development and relationships	The personal development of the pupils is good. They have a good understanding of the effect of their actions on others. They respect the values, feelings and beliefs of others and are polite and considerate in their actions.
Attendance	Attendance is good. Pupils are punctual and lessons start on time.

Pupils' attitudes, behaviour and personal development are a result of the good provision that the school makes for personal, spiritual, moral, social and emotional development and the good links with parents, who approve of the values the school teaches.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	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.

On the basis of lessons seen, scrutiny of work and tracking of pupils progress, the quality of teaching is satisfactory overall throughout the school. During the inspection the great majority of the teaching was at least satisfactory and much of the teaching was good. Ninety four per cent of the teaching was at least satisfactory and more than half of the teaching observed was good. Eleven per cent of the teaching was very good. However, six per cent of the teaching was unsatisfactory. Teachers are hard working and care deeply about the pupils in their care. The quality of teaching in some subjects, such as information and communication technology, is good. As a result, pupils throughout the school are making good progress in their learning in this area. The quality of teaching of children under five is satisfactory and they make steady progress in their learning as a result. The quality of teaching in mathematics is satisfactory overall. Teaching in English is variable. While the teaching of reading is sound throughout the school, teaching of writing in some parts of the school is unsatisfactory as it does not result in pupils making sufficient progress. Pupils make unsatisfactory progress overall in their writing at Key Stage 1 and the early part of Key Stage 2 due to a combination of factors. These include unsatisfactory planning, which limits opportunities for pupils to develop the skills of extended writing, and also some unsatisfactory teaching.

The teaching of pupils with special needs is good and as a result they make good progress towards their learning targets. The teaching of higher-attaining pupils is good overall and they make generally good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory overall. However, the organisation of the teaching of some aspects has weaknesses. For example, there are limited opportunities for younger pupils to develop their skills in writing. The planning of lessons, involving whole afternoon sessions in science, for example, does not enable teachers to plan effectively to meet the needs of all pupils. There are too few opportunities for pupils to develop their skills of scientific enquiry, as topics tend to be subject based, and some have a far stronger emphasis within the curriculum than others.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported. Individual Educational Plans are clear and reviewed regularly. Parents, teachers and support staff work together effectively to ensure that pupils make good progress towards these targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, moral, social and cultural development is good. This represents maintenance of the high standards noted at the time of the previous inspection.
How well the school cares for its pupils	Procedures for child protection and pupil welfare are good. There are good procedures in place to monitor and support pupils' personal development.

The school works effectively with parents and in this respect has made good progress since the previous inspection, as communication with them was identified as a key issue. The quality of information provided for parents is good and they are suitably involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher and key staff are satisfactory overall. There have been unsatisfactory elements to the leadership overall in the past; for example, in the monitoring of standards and taking effective action. However, the acting headteacher has recently started to make good progress in this area of management.
How well the governors fulfil their responsibilities	The governing body is suitably effective in fulfilling its responsibilities. They have an appropriate understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school has made satisfactory progress overall in monitoring and evaluating its performance. There has been some monitoring of teaching. However, curriculum co-ordinators have not all monitored teaching and learning in their subjects or scrutinised work in pupils' books. Monitoring has been focused in the main on teachers' planning and not on actual teaching or the progress pupils make. This has led to a decline in standards in some areas.
The strategic use of resources	The strategic use of resources is satisfactory overall. Specific grants are used effectively. Educational procedures are suitably supported through the school's financial planning. The principles of best value are appropriately applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The teaching is good and pupils make good progress as a result. • The school expects all pupils to do their best and behaviour is good. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • A significant proportion of parents would like to see more extra-curricular activities outside lessons. • Some parents do not think the school is well led and managed. • A small proportion felt they were not well informed.

The school places suitable emphasis on pupils' personal and social development. It helps them to become mature and responsible members of the community. Pupils are happy in school, they are expected to try hard and their behaviour is good. Teaching is satisfactory overall and as a result pupils make generally satisfactory progress in their learning. In the view of the inspection team, there is a suitable amount and range of extra-curricular activities. The management and leadership of the school are satisfactory. Information for parents is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The provision for pupils' spiritual, moral, social and cultural development

1. The provision for pupils' spiritual, moral, social and cultural development is good overall and is a major strength of the school. This reflects the findings of the previous inspection, when provision was also judged to be good. Parents are strongly supportive of this aspect of school life and view it as a strength.
2. Provision for pupils' spiritual development is good. The strong Christian ethos of the school is reflected in all aspects of daily life. There is good involvement with the local church and the school is very much part of the local Christian community. Visits to the local church regularly enhance pupils' learning, as when pupils in Year 2 were studying Advent as part of their work in religious education. Regular, good opportunities are given to pupils to pray and to reflect on the presence of a higher being. The religious education scheme of work is closely linked to the Locally Agreed Syllabus. Pupils are given regular opportunities to reflect with awe and wonder, as when reception children looked at detail on model dinosaurs using hand lenses.
3. Provision for pupils' moral development is good and has a positive effect upon the quality of daily life in the school. From reception, children are given good opportunities to learn about right and wrong. The good provision includes appropriate lessons in citizenship. The behaviour policy has an appropriate emphasis on praise for good behaviour, as well as sanctions, which have been negotiated with pupils throughout the school and are seen as fair and appropriate. In all classes, teachers treat pupils with respect and this good example, together with a unified approach to moral issues, results in pupils making good progress.
4. The provision for pupils' social development is good. Good opportunities are provided for pupils to learn to take responsibility for their actions and to care for others. There is an appropriate range of clubs and extra-curricular activities, including music and sporting activities, which all have a positive effect upon pupils' social development. The school involves itself in the social activities of the local community and there are a good number of trips and visits, as well as visitors to the school, which extends the range of social contacts the pupils have.
5. The provision for pupils' cultural development is good. There is a good emphasis upon pupils learning about their own culture and also that of the wider community. Good opportunities are given to pupils to learn about a range of artistic forms of expression and visiting artists have included a potter, a story-teller and a sculptor. Teachers use lessons effectively to enhance pupils' knowledge and understanding of art forms in other cultures, such as when pupils in Year 4 used African music as a stimulus for their dance lesson in work, which was linked to their geography topic on Uganda. In assemblies pupils are told about celebrations of the Christian and other religions. Traditional songs and hymns are learnt, as well as more modern ones, and this, combined with the opportunity to listen to other pupils play instruments they are learning, has a positive impact on pupils' cultural development overall.

Information and communication technology

6. Pupils of all levels of prior attainment are currently making good progress in learning about information and communication technology. At the time of the previous inspection, attainment was judged to be broadly in line with national expectations at Key Stage 1 but the range of programs used at Key Stage 2 was too narrow. Since that time the co-ordinator has led his colleagues very effectively and teachers now successfully integrate information and communication technology into many aspects of the curriculum. As a result, pupils at both key stages are making good progress in developing their skills and knowledge in the subject. Pupils from reception onwards learn to use computers to help them in their work. Younger pupils use art programs with developing skill. They control the mouse effectively to make attractive patterns. They learn the position of the keys on the key-board and which hand to use for which keys. At the time of the previous inspection, the use of data handling and desktop publishing programs was not well developed across the school. Currently teachers make good use of the information and communication technology suite, as well as computers within classes, to provide a suitably

wide range of opportunities for pupils to develop their skills in these aspects of the subject. Good use is made of word processing, drawing, logo and data handling programs to support work in mathematics and English. For example, lower-attaining pupils in Year 6 work in the information technology suite, with a classroom assistant to word-process their English work. They have good support from the classroom assistant and change the font for their title-page with confident ease. Higher-attaining pupils in Year 5 have good keyboard skills and switch machines on and find the correct program without adult help.

7. Learning is effectively linked to work in other subjects and this has a positive impact on pupils' learning in both subjects. Knowledge of pattern and geometry is effectively enhanced through the use of simple logo programs. Pupils in Year 6 made effective use of the internet to research information on Sedburgh, which they were comparing to Claines as part of their work in geography. Pupils confidently changed between various programs to download material and paste text and pictures into the leaflets they were producing as part of the lesson. Mouse control is good and pupils are adept at minimising maps and pictures to fit into their leaflets. Although none of the pupils are able to touch-type, they have a good knowledge of the position of the various keys on the keyboard.
8. The provision for both hardware and software has been improved recently, including providing access to the internet. However, the school is aware that there is still a need for further developments in the subject and it is still a priority in the development plan. Although the computer suite is used regularly and well, there is insufficient space for all pupils in larger classes to all have access to a computer. While teachers work very hard to provide suitable alternative activities, these are not as effective in developing pupils' skills as actually using the computers.

The provision for children under five in the reception class

9. The provision for children under five in the reception class is good. Children are given good opportunities to develop their skills appropriately in all six areas of learning for the foundation stage. There is an appropriate ratio of adults to children, supplemented effectively by volunteers, and this ensures that a suitably wide range of activities can be planned each day. The teacher and other adults work together effectively to ensure that work is planned appropriately to meet the needs of individual children. The curriculum is suitably planned to include interesting opportunities for both indoor and outdoor activities and this ensures that the children are suitably enthused and challenged in their learning. There is good communication with the local nursery and this is helpful when children start school.
10. Children quickly learn the routines of the reception class and come in happily each morning with their parents and carers. They are confident as they move around the room, choosing books and telling their news to their friends and the staff. The teacher makes good use of opportunities to reinforce and develop their knowledge and understanding in all aspects of the curriculum for the foundation stage. Times such as registration are effectively used to count and learn about number, as well as developing children's vocabulary. The reception provision includes a safe outdoor area, which is used on all but the most inclement of days to extend children's physical and creative development as well as their social skills and knowledge and understanding of the world. There are many suitable opportunities to develop skills of language, literacy and communication and the environment is bright and attractive.
11. The quality of the teaching and learning is sound and children make steady progress throughout their time in reception. Standards are above average when children transfer into Key Stage 1. The calm and quiet manner of the staff ensures that each child has an opportunity to make their contribution to discussions. The spiritual, moral, social and cultural development of these children is also well provided for. Procedures to assess the progress children make are used well when planning new activities. Children who initially have difficulty in taking turns or sharing are given good opportunities to develop these skills and those who are shy are effectively encouraged to join in.

The provision for pupils with special educational needs

12. The provision for pupils with special educational needs is good. As a result they make good progress towards the targets in their Individual Education Plans. Parents are very supportive of the work the school does in this area.
13. The special needs co-ordinator is very knowledgeable about the needs of these pupils, including more able, gifted and talented pupils. The school's register of special needs is kept up to date and closely follows the recommendations of the Code of Practice. Parents are suitably involved in reviews of their children's progress and many willingly support the extra opportunities provided for these pupils before school starts in the morning. Individual Education Plans are well written. They are very detailed and not only have apt targets but also clearly show the progress that individual pupils have made over time. The good support provided often ensures that pupils require less support as they move through the school. The co-ordinator meets with teachers and other support staff regularly and this good communication allows all staff to know what each pupil's current targets for learning are. The learning support assistant provides good quality support for pupils at stages two and three of the Code of Practice. On some occasions this is within the normal class setting and at other times in the quiet learning area, when this is more appropriate to the task and the needs of the individual pupils involved. Good communication between the special needs co-ordinator and the co-ordinators of the next schools the pupils attend ensures minimal disruption at transition.

Links with parents and the community

14. At the time of the previous inspection communication with parents was identified as an area for improvement. Since that time a concerted effort has been made and good progress has been made in resolving a number of aspects of the school's links with parents and the community. Communication is now good overall. The school aims are now published and known to all. The school prospectus has been totally rewritten and the quality of written information is greatly improved, being attractive and easy to read. Most parents at the pre-inspection meeting and in their letters and questionnaires felt that the school now works closely with them. They feel they are generally well informed about the progress their children are making. They believe communication is now good and that they are generally well informed. Parents of children in the oldest class felt that this was very good and a particular strength. There are opportunities for parents to meet formally with teachers twice each year and they are informed at the start of each year about the topics their children are to be taught. Termly workshops are provided to inform parents about different aspects of the curriculum. Most parents would feel comfortable approaching the school with questions or problems and feel that appropriate attention was given to these. Parents say that, in the main, their children like coming to school and that it is a caring and friendly community and any issues are swiftly resolved. There is a new homework policy and each pupil has a homework diary. Most parents say they know about the homework their child is expected to do. However, some parents think that older pupils in some classes are given less consistent homework tasks than their younger peers. Parents are effectively involved throughout the day and make a very positive contribution to school life. They run a book shop and a uniform shop, as well as helping in classes and on trips and visits. The school's links with the community are good and in particular the links with the local church. These links have a very positive effect upon pupils' learning and not least the provision the school makes for their spiritual, moral, social and cultural development.

The development of analysis of assessment data

15. There has been a good level of improvement in the development of assessment since the previous inspection, although the school recognises there is still a need to develop this further. At the time of the last inspection, assessment was identified as a key issue. There were not judged to be simple, manageable systems in place for tracking progress in each subject. The school has worked hard and currently there is a good amount of assessment in various aspects of English and mathematics. Pupils are assessed regularly using statutory and optional end of year tests and the information gained is carefully tabulated. The co-ordinator and the acting head teacher have worked hard tracking information within school to identify pupils' progress in English and mathematics. The assessment co-ordinator carefully analyses overall results to identify which parts of the tests pupils are less successful in. This information is then discussed by staff and moderations made to the curriculum planning to remedy this as a result.

16. Pupils' individual progress is monitored and targets set at the end of each year. These targets are then shared with parents and the receiving teachers. Group targets are also set for literacy and numeracy and the information has also been used effectively for grouping of pupils within classes. As a result of the recent analysis of assessment data the school has identified areas of unsatisfactory progress in writing at both key stages. The acting headteacher has started to put procedures in place to try to resolve this.
17. The tracking and monitoring procedures for pupils with special educational needs are good. Individual Education Plans are regularly rewritten as a result of assessment information. This regular review procedure has a positive impact on the teaching and learning of pupils with special needs and the progress they make towards their learning targets. A whole-school marking policy has been developed recently and the school has currently identified a need to focus on the moderation of teachers' marking. The co-ordinator has identified the need to link with teachers in other schools to make this activity even more effective.
18. Co-ordinators have started to develop their roles to monitor work in their subjects. At present this is mainly effected by the monitoring of teachers' planning and evaluation sheets. Co-ordinators have not yet had suitable opportunities to monitor teaching and learning or the work in pupils' books. As a result they do not all always have a clear view of the progress pupils make in their subject throughout the school. This has been identified as an area for further development.

WHAT COULD BE IMPROVED

Progress in writing at both key stages

19. Pupils do not always make sufficient progress in writing. Attainment on entry to the school is above average. Due to sound teaching in reception pupils' attainment is still above average and they are well on their way to learn to read and write by the time they enter Year 1. However, progress has been unsatisfactory at Key Stage 1 in the long term and at the end of the key stage pupils' attainment in writing is only average overall. The standard of pupils' spelling is satisfactory overall, although there is a significant incidence of inaccurate spelling in pupils' writing. Standards in handwriting are variable and a significant proportion of the pupils do not hold pencils with an easy grip by the time they are seven. As a result, they have difficulty in keeping their writing regular and clear. A significant number form letters and numbers incorrectly, despite current regular handwriting lessons. The results of the end of key stage tests in writing in 2000 were average but well below average when compared to similar schools. However, the young age of many of that cohort was partially responsible for these low test results.
20. At the start of Key Stage 2, the progress pupils make in their writing continues to be unsatisfactory. Pupils do not have sufficient regular opportunities to write at length or create their own poetry and stories and lessons provide too little challenge. Written tasks are frequently set which are the same for all pupils and which are undemanding for most and do not take account of their good general language skills. As a result their ability to write is under-developed in relation to their oral abilities, which are good. Assessment data and scrutiny of work indicate that many pupils make little or no progress in writing during the first part of Key Stage 2 and standards in writing of a significant proportion regress. The co-ordinator has started to lead the subject well. The recent monitoring of teaching and learning, the scrutiny of work books and the analysis of data by the co-ordinator and the current acting head have resulted in the school recently identifying this weakness and action has started to be taken to resolve the problem. There has been recent staff training on literacy generally and writing in particular is a current focus for development for the whole school. The acting headteacher currently supports teaching at the start of Key Stage 2. Very effective use has been made of information and communication technology in some classes to develop pupils' writing skills. As pupils move through the key stage the good quality of the teaching they receive in the oldest classes causes them to make good progress so that, by the end of the key stage, standards in English are above average overall.

Progress in science at Key Stage 2

21. At the end of Key Stage 1, pupils' attainment in science is above average. They confidently make circuits and can draw effective diagrams and write clear instructions to friends to enable them to repeat the experiment. They have a good knowledge of scientific vocabulary. A small but significant number of pupils, in Year 1, already know words such as 'transparent', 'opaque' and 'translucent'. However, at Key Stage 2, overall progress is too slow and standards are currently only average overall at the end of the key stage. This indicates unsatisfactory progress as these same pupils were judged to be above average in their science by the previous inspection and also were assessed by the school as being above average in the end of key stage tests at the end of Key Stage 1.
22. In the younger class at Key Stage 2, pupils cover work again that has already been taught at Key Stage 1, but the work is not at a significantly higher level than previous lessons. This is a contributory factor to the unsatisfactory progress these pupils make. For example, pupils in Year 3 complete work on electricity and circuits that is not significantly more advanced than that already successfully completed by pupils in Year 2.
23. Teachers' organisation of the curriculum involves science lessons for many classes, including those in Year 1, which go on for the whole afternoon. While this provides good opportunities for pupils to take part in practical activities, such as pond dipping, it is inappropriate to meet the learning needs of most pupils in other aspects of the subject. It also compounds difficulties for teachers when planning for these lessons. For example, it is harder for teachers to adapt lessons to the specific needs of individual pupils as the differential in progress between higher and lower-attaining pupils becomes greater over these extended periods, as was observed in a lesson at Key Stage 2. As a result, opportunities to tailor lessons to the specific needs of individual pupils are often missed. This has a negative impact on the progress made by average and lower-attaining pupils.
24. Scrutiny of work indicates that in the majority of lessons at Key Stage 2, pupils of all levels of prior attainment are given the same work. Higher-attaining pupils cope with this work effectively and make suitable progress; however, others have less understanding of the tasks they have completed. Much of the teaching is didactic; for example, teachers provide many tables, charts and diagrams for pupils to copy. While there is variation in the skill with which these charts are reproduced, much of the work in books of the highest and lowest-attaining pupils is identical. Average and lower attaining pupils do not always have sufficient understanding of the work they have completed. This practice also limits pupils' ability to learn to devise their own methods of recording information.
25. Curriculum planning appropriately covers the areas of learning about life processes and living things, materials and their properties and physical processes effectively, although some aspects of the curriculum have a far stronger emphasis than others. However, insufficient regular emphasis is given to developing pupils' skills of scientific enquiry. Teachers' planning does not ensure pupils' progressive knowledge and acquisition of these skills throughout the key stage. As a result, pupils lack confidence in this important aspect of science by the end of the key stage. Pupils in Year 6 do not have sufficient confidence in the selection of equipment for the setting up of experiments. They are overly reliant on their teacher to decide suitable methods for testing theories and also to present their findings in tables and charts. Their ability to make predictions is not sufficiently well developed in relation to their ability and prior attainment at the end of Key Stage 1. They are well behaved and patiently spend the afternoon recording the temperature of melting ice lollies, with different forms of insulation, for example. They do not question the fact that inaccurate insertion of the thermometers registers temperatures as going up and down throughout the course of the afternoon. Some pupils claim to record temperatures of melted lollies which are lower than ones which are still partially frozen.
26. The co-ordinator has developed planning sheets and does monitor teachers' planning and their evaluations of lessons. However, he has not yet had the opportunity to monitor teaching and learning in lessons and has not scrutinised pupils' work in books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to improve standards the headteacher, staff and governors should

(1) Raise standards in writing at both key stages by:-

- providing all pupils with regular opportunities to write at length in a range of styles; (20)
- ensuring that all lessons are effectively planned to meet the needs of all pupils, including providing sufficient challenge and pace for potentially higher-attaining pupils in all classes; (20)
- monitoring teaching and learning in all classes and ensuring that all lessons follow the school's literacy programme and providing further training for teachers where this is necessary; (20)
- ensuring that all pupils are taught to hold a pencil comfortably in such a way that they can form their letters easily, and giving regular opportunities for the youngest pupils to learn how to form letters neatly. (19)

(2) Raise standards of attainment in science at Key Stage 2 by:-

- monitoring teaching and learning more effectively to ensure that all pupils are given work which is suitably well matched to their individual learning requirements; (22, 23, 25, 26)
- planning lessons so that they are of suitable length to effectively teach each aspect of science; (23, 25)
- providing pupils with sufficient, regular opportunities to make appropriate progress in developing their skills of scientific enquiry. (25)

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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	50	33	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)		202
Number of full-time pupils eligible for free school meals		1

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		28

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	19
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	12
	Girls	14	13	14
	Total	26	23	26
Percentage of pupils at NC level 2 or above	School	87(90)	77 (90)	87 (90)
	National	83 (81)	85 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	14
	Girls	14	14	15
	Total	24	25	29
Percentage of pupils at NC level 2 or above	School	80 (86)	83 (90)	97 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	15	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	7
	Girls	14	13	14
	Total	22	19	21
Percentage of pupils at NC level 4 or above	School	88 (96)	76 (88)	84 (100)
	National	75 (70)	72 (69)	85 (77)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	13	13	13
	Total	19	19	20
Percentage of pupils at NC level 4 or above	School	76 (81)	76 (88)	80 (85)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.3
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	82

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	356,607
Total expenditure	365,858
Expenditure per pupil	1,820
Balance brought forward from previous year	15,786
Balance carried forward to next year	6,535

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	57	41	2	0	0
Behaviour in the school is good.	46	50	2	0	2
My child gets the right amount of work to do at home.	39	51	8	2	0
The teaching is good.	55	41	2	0	2
I am kept well informed about how my child is getting on.	41	46	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	66	27	7	0	0
The school expects my child to work hard and achieve his or her best.	63	34	2	0	0
The school works closely with parents.	52	39	4	4	2
The school is well led and managed.	38	39	13	5	4
The school is helping my child become mature and responsible.	55	38	4	0	4
The school provides an interesting range of activities outside lessons.	18	41	16	14	11

Please note that figures may not always add up to 100, due to rounding of percentages.