

INSPECTION REPORT

DEAN C of E PRIMARY SCHOOL

Dean, Workington

LEA area: Cumbria

Unique reference number: 112336

Headteacher: Mr B Rupenus

Reporting inspector: Mrs J A Clarke
(OFSTED No:25509)

Dates of inspection: 29 November – 30 November 2000

Inspection number: 224230

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Dean
Workington
Cumbria

Postcode: CA14 4TH

Telephone number: 01946 861408

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Appropriate authority: The governing body

Name of chair of governors: Mrs C. Chittenden

Date of previous inspection: 1 - 3 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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|-------------------------------------|----------------------|
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| Mr J Griffin (OFSTED No:12682) | Lay inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dean C of E Primary School is a small rural primary school, which serves four small villages lying to the south east of Workington. The school building has been extended to improve and make the most of the available space. The number of pupils attending the school has risen steadily since the previous inspection in 1996 when there were 63 pupils on roll. There are at present 107 pupils on roll, 49 boys and 58 girls. Over half of the pupils come from outside the catchment area. All the pupils in the school are white, although one pupil is from another ethnic minority group and one pupil comes from a home where English is their second language. There are ten pupils on the special educational need register with one pupil having a statement of their need. There are 17 children in the reception class. They attend fulltime. By the end of the Foundation Stage, at the end of the reception year, the attainment of most children is at the levels expected and some of the children are working in the lower levels of the National Curriculum. The number of pupils who are eligible for free school meals is very low. The school has access to a suite of computers that is funded through a social regeneration budget and courses are run from the school for the local community.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards throughout the school in English, mathematics and science are generally above average. The pupils achieve high standards in many aspects of their education. This is good achievement as the pupils enter the school with broadly average levels of attainment. Good quality teaching throughout the school enables the pupils to develop good attitudes to their work. The very good behaviour and very strong relationships that the pupils have with their teachers and support staff make a positive effect upon the way they learn. All pupils are fully included in the work of the school and the staff make sure all are well catered for. The headteacher provides very good leadership and clear educational direction for the school. The governing body is committed to the school's further development. The school is a small, rural school where the costs of maintaining the pupils' education are high. This affects the value for money statement of the school. The school gives satisfactory value for money. However, the school undoubtedly adds good value to pupils' learning.

What the school does well

- Pupils achieve well throughout the school and attain high standards.
- The leadership provided by the headteacher is very effective.
- Pupils' relationships, behaviour and attendance are at a very high level.
- Teaching is consistently good throughout the school ensuring the pupils are well motivated and learn well.
- The care the school provides for its' pupils is very good.

What could be improved

- Standards in mathematics although high could be higher.
- The implementation and application of the new assessment procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in October 1996. Standards have generally been maintained. The school has schemes of work for all subjects, which are reviewed and updated regularly as part of a rolling programme. The school takes into account recent government initiatives and the Curriculum 2000. The school has fully implemented the National Strategies for Literacy and Numeracy. Assessment procedures remain an area for school development. The teachers work hard to ensure that all tasks are carefully matched to the needs of the pupils in the class. However, the staff team considers that a more comprehensive assessment system throughout the school would enable the teachers to target further specific areas for learning. The headteacher has sought actively a scheme, which would improve the school's assessments.

STANDARDS

Dean is a small rural primary school whose numbers and overall level of attainment vary from cohort to cohort. It is inadvisable therefore to place too much emphasis on one year's results in the evaluation of the school's overall achievements. Statistical analysis of data and comparison of results year on year is very difficult. In the 2000 National Curriculum test there were seven pupils in Year 6 and 13 pupils in Year 2. The Year 6 pupils achieved well in relation to their prior attainment; however, this was a lower attaining cohort with a number of pupils on the special educational needs register. The school recognised that the attainment of this year group would statistically be low. In the National Curriculum tests in Year 2, the pupils' attainments in writing and science were well above average. Standards in reading were above average and in mathematics they were average. In Year 6 in the 2000 National Curriculum tests pupils' attainment in English was below average. Attainment in science was average and in mathematics attainment was well below average. Examination of the school's trend in attainment over time indicates that the school is generally maintaining its position above the national trend, except in mathematics where the school's attainment has dipped slightly in the last two years whilst still maintaining a general trend above the national picture. The school's targets are realistic, set with high expectations of the pupils.

Based on the work and lessons seen during the inspection, standards in reading, speaking and listening, mathematics and science are good at both key stages. However, at the end of Key Stage 2 there is little evidence of pupils working consistently within the higher levels in mathematics. The staff have recognised that it has work to do to further improve standards in mathematics. They are at present reviewing the new scheme of work for mathematics. The headteacher has analysed the National Curriculum test results and has used this analysis to target future improvement. Standards in information and communication technology are above the levels expected for pupils at the age of seven and eleven. The older pupils in Year 6 use the computers regularly to support their English work; for example, to draft their speeches for their debates where they manipulated text and fonts well.

On entry to the school the children's attainments are broadly average in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. Most of the children will reach the Early Learning Goals of the Foundation Stage by the end of the reception year in all areas of learning and some will be working within the lower levels of the National Curriculum.

During their time in the school pupils achieve well and make good progress in most aspects of their learning. This is the result of good teaching and the development of good attitudes to work and the pupils' growing maturity and development of self-esteem.

Dean Church of England Primary School is a voluntary aided school and the inspection of its acts of collective worship and religious education lessons are carried out by an inspector approved by the diocese and appointed by the governing body. That report appears under a separate cover.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | The pupils have good attitudes to school and their work. They are polite in class and are keen to get on with their work. They enjoy their lessons and are actively involved in their learning. |
| Behaviour, in and out of classrooms | Behaviour in and around the school is very good. Pupils behave in a caring and thoughtful manner towards each other. They are courteous and polite to adults. |
| Personal development and relationships | Pupils' personal development is very good; they willingly take on responsibilities around the classrooms and the school. Pupils enjoy very good relationships with adults and each other. |
| Attendance | Attendance is very good. Pupils enjoy coming to school, they arrive promptly and lessons start on time. |

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | Aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

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

Overall the quality of teaching in the school is good. There was no unsatisfactory teaching seen. In 50 per cent of lessons teaching was good, in 42 per cent it was very good and in eight per cent excellent. The pupils are interested and motivated to work hard during their lessons. The teaching of English, including literacy, is very good. The teaching of mathematics, which includes numeracy, is good. The school has been effective in introducing the National Strategies for Literacy and Numeracy. However, the school is at present evaluating the mathematics support materials to ensure that it matches the requirements of the National Strategy for Numeracy and to ensure that all elements are effectively covered. The teaching of the children in the reception class is good; the teacher ensures that the children learn well in a supportive and caring environment. The teachers have high expectations of the pupils and work is carefully matched to their needs. The teachers have good knowledge of the subjects they teach. They plan their lessons well with clear learning objectives. They make sure that their lessons are interesting and present challenges for the pupils. The teachers have identified the need to sharpen up their assessment procedures so that the pupils' work can be targeted further for improvement.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum in the school is good. The school provides a broad range of opportunities that meet the aptitudes and particular needs of its pupils. The National Strategies for Literacy and Numeracy have been successfully implemented in the school. |
| Provision for pupils with special educational needs | The school makes good provision for pupils with special educational needs. They are well supported and well integrated into the life and work of the school. Learning support assistants give good support to the pupils. |
| Provision for pupils with English as an additional language | The school makes good provision for pupils who have English as an additional language. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for the pupils' personal, spiritual, moral and social development is good. Personal development is promoted through a clear sense of belonging to the Church community, the wider village communities and the school. The pupils are well prepared for a life in a multi-cultural society. |
| How well the school cares for its pupils | The school provides a very good level of care and support for its pupils. The high quality relationships between staff and pupils are the basis of this support. The care the staff take of the pupils promotes an orderly atmosphere in which the pupils flourish. |

The curriculum meets statutory requirements. The curriculum for the children who are in the reception class is well planned to cater for their particular needs. The school regularly reviews and adapts the curriculum in a planned and systematic manner. The school has effective procedures for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides very good leadership for the school. He gives clear direction for the development and improvement of the school. |
| How well the governors fulfil their responsibilities | The governors take their responsibilities seriously and are committed to providing the best possible education for all pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school. |
| The school's evaluation of its performance | The headteacher monitors and evaluates the performance of the staff and provides relevant feedback and training opportunities. The staff have recognised the need to improve the assessment procedures within the school. |
| The strategic use of resources | Educational priorities are very well supported through the school's financial planning. The school has targeted specific funds for the continued development and improvement of the school building. |

The school building has been the subject of many improvements and alterations. However, there is as yet no school hall, which would provide accommodation for gymnastics and dining.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Pupils' standards in reading. • Pupils like school. • Pupils' behaviour is very good. • Teaching is good. • The school helps the pupils to become mature and responsible. • The school expects pupils to work hard and achieve of their best. | <ul style="list-style-type: none"> • Opportunities for extra-curricular activities. • More homework especially at the end of Key Stage 2. • The identification and speed of response to the requirements of special educational needs pupils. • The information the school provides on how the pupils are getting on. |

The inspectors fully support the positive views the parents have of the school. The inspectors agree that the extra-curricular opportunities are limited in this small rural school, where a third of the pupils arrive and leave the school by the school bus. There is, however, a good after-school club which caters well for the requirements of parents who are in need of support for their children at the end of the school day. The inspection team supports the school's plans to update its homework arrangements in the very near future to make its expectations clearer to parents. Information provided by the school for parents about the progress of their child is good. There are two formal parents' evenings during the year, which are very well attended. These are backed up by good quality annual reports. The school identifies and caters well for the needs of pupils with special educational needs. However, the school and parents are rightly concerned about the time taken for support to be provided, where necessary by outside agencies.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well throughout the school and attain high standards.

1. The standards attained in the core subjects of English, mathematics and science by the present seven-year-olds and eleven-year-olds are higher than those expected nationally. Standards in mathematics are high but could be higher. The school has recognised the need to evaluate its mathematics curriculum to ensure that the scheme of work in place clearly reflects the requirements of the National Numeracy Strategy. It is difficult to compare pupils' attainment year on year because this is a small school with numbers that vary widely in each year group. Over the last four years standards have been maintained above the national trend in English and science, but for mathematics, although the trend shows standards maintain a level above the national trend, they are generally declining.
2. The National Curriculum test results for the Year 2 pupils in 2000 showed a very positive picture, with the pupils attaining at high levels in writing and science. In reading their attainment was above average and in mathematics attainment was at average levels. The results of the National Curriculum tests for eleven-year-olds were low. This was due to the effect of a small cohort of pupils, with a number of pupils on the special educational needs register. The results showed attainment in English was below average, pupils' attainment in science was average, and the results in the mathematics test were particularly weak, but accurately reflected the expected levels of attainment of this group. The attainment of the pupils who are on the special educational needs register is in line with their abilities and they make good progress. This is because their work is carefully matched to their individual needs and they are given good support by the learning support staff and the teachers.
3. The children start school in the September of the year in which they are five. The assessment of the children on entry to the school indicates that the children's attainment is broadly in line with the levels expected of children of their age. Most of the children have had some experience in pre-school nurseries or playgroups but not all. They join a class of Year 1 pupils and this helps the children to settle well into school and gives them access to good role models. The children make good progress in all areas of learning and by the end of the reception year most of the children will achieve the Early Learning Goals expected of children of their age and some will be working in the lower levels of the National Curriculum.
4. In their personal, social and emotional development the children attain well. The children learn the class routines and the teachers' expectations, remembering to put up their hands when they wish to speak. They wash their hands ready for their lunch and organise their resources well. They listen to stories and respond to the teachers questioning with enthusiasm. For example, the children enjoyed the story *What is the sun*, thinking carefully about the word *tides* and where they had heard the word tide before and in what context. The children know a number of letters and sounds of letters but are less secure in writing. The children are gaining good pencil control, with higher attaining children writing their own simple sentences, whilst some children are writing on top of, or under, the teacher's writing. Counting to ten and recognising some numbers is more secure but again the writing of numbers is less well developed. The children are studying night and day and they know that owls become active at night-time and that the moon shines brightly at night. They enjoy using the computers to read their favourite books and control the turning of the pages by using the mouse.
5. By the age of seven, the pupils have continued to make good progress and they attain standards above the national average in the core subjects of English and science and at average levels in mathematics. In literacy lessons the pupils write well and for a range of purposes. Higher attaining pupils write with good use of interesting vocabulary, *Be careful* one pupil wrote about the wolf, *he is dangerous!* They write for a range of purposes with some of the pupils beginning to join their

letters. Pupils present their work well with their handwriting being neat. Spelling for the higher attaining pupils is accurate but the average and lower attaining pupils sometimes write words as they sound. In mathematics the pupils build on their earlier learning and are becoming more confident with numbers to 100 and money to a pound. Higher attaining pupils add up a range of prices to £10 but find giving the correct change difficult. In science the pupils carefully predict what they consider will happen to the ice hand wrapped in bubble wrap and the ice hand left uncovered. They gave their reasons for their predictions and evaluated their ideas on examining the evidence at the end of the lesson. In a previous lesson the pupils had predicted whether a small piece of chocolate would melt more quickly or more slowly than a larger piece, making their suggestions and analysing their results. Information and communication technology is used well by the pupils in support of their mathematics lessons. The pupils worked on a money programme, which improved their mental arithmetic skills in matching the correct amounts of money to the toys displayed.

6. By the age of eleven, the pupils have built successfully upon their earlier achievements and by the time they leave the school they attain standards in the core subjects of English, mathematics and science that are generally above the national average. They make good progress throughout the key stage. The pupils write effectively for a range of purposes and in a number of different styles. They examine a piece of writing, considering how it can be improved, making good and sensible suggestions. The particular text was a piece produced by one of their peers and the pupils criticised it in a constructive and supportive manner. Their writing shows good technical understanding. For example, they use metaphors and similes in an effective way. They use paragraphs, speech marks and appropriate punctuation and reflect on sentence length and effective and dramatic beginnings for their stories. When writing about *The Squonk* the pupils had a variety of ideas. *My Squonk is as soft as marshmallow* and another wrote *Mine is as old as the hills*. Information and communication technology is used well to support English lessons, the pupils drafting and redrafting their work on the computer. The pupils' good keyboard skills allow a sufficient amount of work to be achieved in a session. The pupils used the computers to write their speeches for their debate on the subject of the existence of Aliens. During the debate the pupils demonstrated good skills of listening to other pupils' points of view and asking pertinent questions to gain further insights and to confound their opponents. The debate was organised and run by the pupils with the chairperson taking a firm grasp of the occasion.
7. In mathematics the pupils use the four rules of number accurately in their work. They work comfortably within the expected levels for pupils of their age but there is little evidence to suggest higher attaining pupils reach into the higher levels of the National Curriculum. They clearly understand the relationship between decimals, fraction and percentages and work out accurately fractions of given numbers. They have worked purposefully on a number of problem solving questions which take two steps to solve and are beginning to look carefully at the problems analysing carefully the questions to identify clearly the answers required. Younger pupils in Years 3 and 4 learn to read the time on analogue and digital clocks, understanding that their next lessons would be on the subject of the 24-hour clock. In science lessons the pupils in Year 5 and 6 are investigating the workings of the human body. They have made a diagrammatically accurate paper representation of the human chest and have correctly placed the organs within the chest cavity.
8. Throughout the school there is a clear building of knowledge, understanding and skills. Pupils make good progress year-on-year as they effectively build on the secure foundations laid in their early years. Pupils are enabled to make good progress because the lessons are well planned and help all to achieve and build upon their prior learning. In this way, pupils of all abilities make good progress and achieve well. In lessons in the foundation subjects of design and technology, art, physical education and history observed during the inspection, the standards achieved by the pupils were above those generally expected for pupils of their ages.

The leadership provided by the headteacher is very effective.

9. The headteacher gives very strong, effective leadership for the school. He leads through example as he teaches the class of the oldest pupils for the greater part of the week. He gives a clear educational direction to the work of the school and promotes high standards and effective teaching and learning. He ensures that the overarching aims of the school underpin the work of the pupils and provides a framework in which all pupils are encouraged to develop both academically and personally. He has successfully steered the school through the implementation of recent government initiatives and the redevelopment of the school buildings. The staff are hard working, committed and enthusiastic and provide good quality, stimulating lessons for the pupils. The headteacher feels that the school is lucky to have such a dedicated and hard working staff team.
10. The headteacher is well supported by the governing body. They are well informed and have a clear understanding of the strengths of the school and the areas for development. They have a wide range of expertise and give the school good levels of support and commitment. The governing body has taken an active role in the monitoring of the work of the school. The governors have a regular timetable of school days where they spend a full day working alongside the teachers and the pupils. The headteacher gives the governors good levels of support and regularly gives presentations explaining government initiatives. The school secretary provides efficient budgetary information for the headteacher and the governing body. The governors and staff worked together very effectively to create the School Development Plan, planning together the future direction of the school. The chair of the governing body regularly helps in the school and gives considered and careful support for the staff and pupils.
11. The headteacher has recently managed the transition from a three-class school to a four-class school very effectively. The new members of staff were well supported by the headteacher in their first year of teaching. The reorganisation of accommodation and learning resources alongside reallocation of subject responsibilities has meant an absorbing time for the headteacher. This has all been managed in a very efficient way. The school has benefited from a number of additions to its accommodation. There are good facilities available for the pupils but also some deficiencies. Pupils eat their lunches in the classroom areas as there is no dining space. There is no school hall, a similar position to that at the time of the previous inspection. The school works hard to overcome this inadequacy; assemblies are held in the central area, where there is just enough room for pupils and staff. There is, however, no space for the pupils to have gymnastics lessons. The school ensures that there is a good provision for other parts of the physical education curriculum. Swimming lessons, games and dance sessions are all available. The pupils have their dance lessons in the local village hall and games lessons are taken on the hard and grassed surfaces around the school. There is also an adventure playground, which gives the pupils experiences in climbing and balancing.
12. The headteacher has analysed the National Curriculum test results. He considers where the school's strengths are and where they could do better. The headteacher has actively sought to improve the school's assessment procedures. He sees this as an important key to the further targeting and tracking of pupils' performance. The school is set to implement the system that he has recently investigated.

Pupils' relationships, behaviour and attendance are at a very high level.

13. Relationships in the school are very good because of the commitment of staff to the pupils in their care. The teachers know the pupils very well and are keenly aware of their needs. They help the pupils to become confident and independent in their work. For example, during literacy lessons a group of Year 6 pupils work in the computer suite. This is away from the classroom but the pupils work totally independently with very good regard and support of each other. The consistent use of discipline in the school and the active promotion of independence enable the pupils to grow and develop as responsible people. The calm, caring and supportive atmosphere in the school makes

a positive impact upon the pupils' personal development. Throughout the school pupils work well on individual tasks, concentrate and do their best.

14. The pupils behave very well in and around the school. In the playground the older pupils readily play with the younger pupils, including them in their games. The pupils in Year 3 and 4 are looking forward to reading the books they have made during their design and technology lessons to the pupils in the reception and Year 1 class. The pupils have a warm and friendly manner. They enjoy talking about their work and approach others with courtesy. Parents report that the pupils are always very well behaved during educational visits and visitors often comment on the good behaviour of the pupils. The Year 1 / 2 pupils' behaviour on their walk to the village hall for their dance lesson was exemplary. The headteacher says that he is always very proud of the pupils in the school and feels that their very good behaviour helps them to learn in a harmonious and supportive environment.
15. The pupils enjoy coming to school. Attendance is very good. Pupils arrive on time and lessons start promptly.

Teaching is consistently good throughout the school ensuring the pupils are well motivated and learn well.

16. Teaching is good throughout the school and, because of the quality of relationships and the interesting lessons, the pupils are well motivated to learn and they achieve well.
17. Throughout the school the teaching is consistently good with half of the lessons being very good. One lesson was judged to be excellent. The two teachers who are new to the school have been closely monitored by the headteacher, who has given them good support and guidance and helped them to improve and develop professionally. The school has developed schemes of work to support the teachers as they plan their lessons. The level of planning for lessons is very thorough and clearly identifies the learning objectives in the lessons, the planning in Year 1 and 2 being particularly detailed. The teachers plan well for the different age groups in the class and the different levels of prior attainment of the pupils. In this way the pupils are well motivated by work that is set at just the right level for them. Where work is set which is particularly challenging for the pupils the class teachers give the pupils good levels of support so that they can achieve well.
18. The teachers have a good knowledge and understanding of what they are to teach. In the reception class the children are given many opportunities to explore and learn through first hand experiences. A particularly good feature is the independence of the children. This is positively encouraged and makes an important contribution to their personal and social development. In activity sessions the children are encouraged to plan which activity they are to do. In this way the children develop a responsibility for their own learning. In Key Stage 1 and 2 the teachers pay particular attention to the correct use of technical vocabulary. For example, in Year 1/ 2 the pupils use the terms *freeze* and *melt*. In Years 3 and 4 they recognise the different moving parts they have included in their hard-backed books; for example, *springs*, *wheels* and *pop-ups*. In Year 5 and 6 pupils identify *similes*, *metaphors* and *onomatopoeia* in their written work. This good use of specific subject related language stimulates the pupils' interests and builds up their technical vocabulary.
19. The pupils are managed very well in class and behaviour is very good. The pupils are encouraged to work hard and achieve well, they are encouraged to consider their work and to think carefully about the tasks set for them. The pupils' self-esteem and motivation to work are imbued within the ethos and the atmosphere of the school. The behaviour of the pupils is well developed throughout the school with the very good behaviour being a reflection of the very good relationships in the school. Teachers are both constant and patient with the pupils and this sets a high standard in all classes. Teachers work hard to engage, fascinate and challenge pupils in their work and this enables the pupils to achieve well.
20. The teachers know the pupils well and support them effectively in their work. The teachers monitor

the pupils' work well giving support and advice as needed. The teachers mark the pupils' work in a supportive and instructive manner. They set the pupils good targets for the improvement of their work. The teachers use the evaluations of their lessons well to alter and amend future lessons in the light of their evaluations.

The care the school provides for its pupils is very good.

21. The school makes very effective provision for the welfare and safety of its pupils. There are good arrangements for child protection with a good level of awareness amongst staff. Pupils are supervised very well in the playgrounds at playtimes and lunchtimes. The individual care, support and guidance provided by teachers and support staff is very effective and ensures the well-being, safety and security of all pupils in the school. Staff listen and respond sensitively and carefully to pupils' concerns and make time to acknowledge and celebrate the achievements of pupils in their care. They make effective use of formal and informal contact with pupils to ensure they are well informed and organised. This helps pupils to learn in a structured and disciplined manner and raises their self-esteem.
22. Children starting school are very well supported and quickly made to feel at home through regular class routines. There are also many opportunities for dialogue with parents at the start and end of the school day. Induction procedures to the school are good and ensure that all parents are well informed. This means that the children make a well-supported start to the school. Parents regularly help in the school especially in the reception and the Year 1 and 2 classes. They make a valuable contribution to the work of the school enabling the pupils to be supported in their work and make good gains. The Home School Association supports the school well providing learning resources for the pupils and support for the school. The Home School Association funds the transport costs for educational visits, so bringing a wealth of opportunities to enhance the curriculum, within the grasp of the school.
23. There is a very effective after-school club, which caters for pupils at the end of the school day. This provides good support for parents and carers not only in term time but also during the school holidays.

WHAT COULD BE IMPROVED

Standards in mathematics although high, could be higher.

24. Although the pupils achieve good standards in mathematics, the school has recognised that they could be higher and it needs to further improve the pupils' standards. It is at present reviewing the breadth and appropriateness of the new mathematics scheme of work. The staff have worked within its expectations for the first year of implementation so that it could be effectively monitored. However, the staff are concerned that it does not appropriately match the rigour and requirements of the National Numeracy Strategy. The headteacher feels that there are too many worksheets and these do not provide the pupils with quality challenging tasks. He adds that he is concerned that there is a lack of work moving into the higher levels of the National Curriculum. The scheme is at present being evaluated by the staff and deficiencies noted. Alongside this the teachers are looking to target specific areas for improvement as a result of the implementation of the new assessment procedures.

The implementation and application of the new assessment procedures.

25. Teachers know their pupils well and this helps them in monitoring their academic progress and personal development. Formal assessments are used to assess the children on entry to the reception class and this information is used well by the class teacher to target specific help to particular children. This early identification helps the teacher to prepare carefully tailored work for

the children.

26. However, the school, at present, does not have an overarching system of assessment. The headteacher has been active in searching to find a system that would suit the school and effectively monitor its work. The headteacher recognises that an effective system of assessment will enable him to target pupils for specific support and guidance. It will also provide the means to enable the staff to pinpoint areas of the curriculum for improvement. Careful tracking of pupils will help the headteacher and the governing body to target specific help and additional support to those who need this support. The governing body will then be able to evaluate the impact of the support given. The school has many good examples of assessments in action; the teachers regularly collect pieces of pupils' writings to monitor the progress that the pupils are making. The teaching staff mark the pupils' work well giving good levels of praise and encouragement as well as clearly identifying where the pupils need to improve and how this improvement is to be achieved. The pupils have a Record of Achievement in which they keep a record of their personal and social achievements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school has made good progress since the previous inspection but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:
- Improve the standards in mathematics throughout the school by:
 - evaluating the effectiveness of the scheme of work
 - continuing to monitor and make improvements in the numeracy curriculum.
(paragraphs:1, 7 and 24)
 - Improve the assessments procedures throughout the school by:
 - Implementing and using the assessment procedures chosen by the school.
(paragraphs: 12, 24 and 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 12 |
| 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 |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 8 | 42 | 50 | 0 | 0 | 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) | | 107 |
| 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 | | 10 |

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 | 5 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.0 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 6 | 7 | 13 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|----------|-------------|
| | Total | 12 | 13 | 13 |
| Percentage of pupils at NC level 2 or above | School | 92 (90) | 100 (90) | 100 (90) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| | Total | 13 | 13 | 13 |
| Percentage of pupils at NC level 2 or above | School | 100 (90) | 100 (90) | 100 (100) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

It will be noticed that the figures for attainment at the end of Key Stage 2 are missing. This is because the groups of boys or girls is below 10 and this renders statistical analysis difficult and so the figures are not included in this report.

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 | 1 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 4.4 |
| Number of pupils per qualified teacher | 24 |
| Average class size | 27 |

Education support staff: YR – Y6

| | |
|---|-------|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 37.25 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | |
|--|--------|
| | £ |
| Total income | 177043 |
| Total expenditure | 164480 |
| Expenditure per pupil | 1731 |
| Balance brought forward from previous year | -9478 |
| Balance carried forward to next year | 3085 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 107 |
| Number of questionnaires returned | 84 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 26 | 1 | 0 | 0 |
| My child is making good progress in school. | 51 | 40 | 5 | 1 | 2 |
| Behaviour in the school is good. | 54 | 39 | 4 | 0 | 4 |
| My child gets the right amount of work to do at home. | 33 | 49 | 13 | 5 | 0 |
| The teaching is good. | 68 | 24 | 1 | 0 | 7 |
| I am kept well informed about how my child is getting on. | 30 | 51 | 11 | 6 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 37 | 5 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 52 | 46 | 1 | 0 | 0 |
| The school works closely with parents. | 46 | 38 | 8 | 6 | 1 |
| The school is well led and managed. | 40 | 46 | 2 | 1 | 10 |
| The school is helping my child become mature and responsible. | 60 | 35 | 2 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 13 | 48 | 24 | 13 | 2 |