

INSPECTION REPORT

**GREAT BUDWORTH C of E PRIMARY
SCHOOL**

Great Budworth - Northwich

LEA area: Cheshire

Unique reference number: 111248

Headteacher: Mrs Joy Coulbeck

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 10th - 11th October 2000

Inspection number: 224945

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Great Budworth Northwich Cheshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ruth Parker
Date of previous inspection:	18 th - 20 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small Voluntary Controlled Church of England primary school for boys and girls aged 4 to 11. It has 85 full-time pupils on roll and the usual admission number is 12 pupils in each year group, although there are 16 in this year's current reception. With such small numbers, pupils' attainment on entry tends to fluctuate from year to year, but overall is broadly typical of that found nationally. Nineteen pupils (24 per cent) have special educational needs (SEN), the majority of whom mainly have learning needs. This is above the national average and does not include children in the reception class who, at the time of the inspection, had not been in the school long enough to have been assessed. There are no pupils in the school from ethnic minority backgrounds or pupils with English as an additional language. The proportion of pupils eligible for free school meals (5 per cent) is below the national average.

HOW GOOD THE SCHOOL IS

Great Budworth is a good school achieving high standards. These standards are substantially the result of effective teaching and the commitment of the headteacher and staff, supported by the governing body, to high achievement. The school provides good value for money.

What the school does well

- By age eleven, standards in English and mathematics are well above average.
- Overall teaching is good, with 80 per cent being good or better; good subject knowledge and effective questioning are particular strong features contributing to pupils' good progress.
- Pupils' very good attitudes and relationships help them to learn effectively.
- The head and deputy headteacher provide good leadership and, together with the support of the governing body, are successful in creating an effective learning environment.
- The school cultivates pupils' personal development well.

What could be improved

- Standards in information and communication technology (ICT) overall are unsatisfactory; there are insufficient computers and some teachers' expertise in the subject needs to be developed
- There is insufficient support for pupils with SEN in the mixed age class for Years 2 and 3.
- There are no out of school activities.

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 progress in tackling the key issues identified for action points since the last inspection in February 1997. The headteacher has done well to ensure that most issues have been addressed. For example, there has been noticeable improvement in curriculum planning and the assessment of pupils' progress is now much better than it was. Arrangements to ensure that pupils with SEN are in line with good practice are now in place and there are good procedures for child protection. In addition, there have been substantial improvements in teaching and in the attitudes and behaviour of pupils and these have contributed to the general improvement in standards in the school since the last inspection. There has also been new building that provides a valuable resource for specialist teaching, especially for Year 6. However standards in ICT, which had some weaknesses at the last inspection, are below the level expected nationally.

STANDARDS

The usual table, showing results in English, mathematics and science for 11-year-olds, is not included here, as there were fewer than 11 pupils entered for the National Curriculum tests in 1999. In practice there were no more than 9 pupils entered, and this makes comparisons unreliable, both with national averages and similar schools, that is, *schools with a comparable proportion of pupils eligible for free school meals*. This is because intakes to the school tend to fluctuate in terms of ability year-on-year and small variations in a year group, for example the number of SEN or gifted pupils, can lead to disproportionate percentage changes in the results.

These fluctuations are illustrated by the recent results for pupils aged seven. In the National Curriculum tests, only 8 pupils were entered. Pupils' performance in reading was well above the national average and was also well above compared to similar schools. In writing, their performance was well below the national average and also when compared to similar schools. In mathematics, results were above the national average and were broadly in line with the performance of similar schools. It is not yet possible to compare the most recent (unpublished) results for 2000 with the national average but they show the results in reading and mathematics to be well below those for 1999, although the results in writing were similar. The school attributes these outcomes to a large number of pupils with SEN in the year group. These pupils are now in Year 3. The inspection took place early in the year and, based on the evidence available, inspectors found that standards in Year 2, in reading and mathematics, are broadly above average and are in line with the national average in writing. These pupils are taught in a mixed age class of Years 2 and 3, and the SEN pupils in Year 3, without additional support, require much of the teacher's time and, despite her best efforts, depress standards in Year 2.

The results for pupils aged eleven in English were well above the national average and were above average compared to similar schools. In mathematics they were very high compared with both the national average and similar schools. In science they were above the national average and were broadly in line with the standards in similar schools. The unpublished results for 2000 show a slight dip on the results of the previous year. The headteacher was disappointed by these results, explaining that two pupils in different subjects did not do themselves justice on the day and led to an 11 per cent drop on the results of the previous year. Inspectors find that standards in English and mathematics broadly reflect the 1999 results, being well above average in English and mathematics. There was insufficient evidence during the inspection to make judgements about science. Pupils' speaking and listening skills are good and by the time they leave the school they are very good. Standards in ICT are not high enough – pupils do not have sufficient access to computers in school. The school knows its pupils well and has set challenging targets for 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good and help pupils in their learning. They enjoy school and are very motivated and involved and are keen to answer questions.
Behaviour, in and out of classrooms	This is good in and around the school, including break-times and lunchtimes.
Personal development and relationships	These are very good. Pupils have very good relationships with each other and with all members of staff.
Attendance	This is well above the national average. Unauthorised absence was well below the national average.

Pupils generally concentrate well; the way older pupils look after the younger ones is impressive. Taken together, pupils' very positive attitudes and values are very influential factors in their learning.

TEACHING AND LEARNING

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

Teaching has improved since the last inspection when, despite the overall quality being good, 10 per cent was unsatisfactory. Findings from this inspection show that, in the lessons seen, the overall quality was still good, with teaching being satisfactory or better in 100 per cent of the lessons. It was good or better in 80 per cent of the lessons. Seven per cent of lessons were excellent, overall. The overall quality of teaching was consistently good in the foundation stage (*up to the end of the reception class when all children are five*) and in Key Stage 1 (*for pupils aged 5 to 7*), overall. For pupils aged 7 to 11, 12 per cent was satisfactory with the same percentage being excellent. The rest was good. Teaching is particularly effective in Year 6 in English and mathematics, where the co-ordinators teach these subjects to this age group separate from Years 4 and 5 in whose class they are usually a part. This works very well, the pupils benefiting both from the teachers' specialist subject knowledge and the smaller groups, allowing all pupils, including those with SEN, to flourish and to make very good progress.

Throughout this small school, teachers have a good grasp of the national strategies for literacy and numeracy and generally teach these skills well. Very good questioning is a particularly effective feature of the best teaching. These questions not only challenge pupils to recall what they have previously learned, enabling teachers to assess their current state of knowledge, but also allow them to build skilfully on that knowledge moving the pupils on to the next stage of learning effectively. Most teachers are secure in their knowledge and understanding of the subjects they teach. The exception is ICT, where teachers' expertise is variable and is not helped by a lack of computers in the school. Some teachers are very confident in the subject whilst others need to develop their skills. There is very little classroom support for teachers in the school, but the teacher in the foundation stage plans and works very well with the classroom assistant. In the mixed class, of pupils from Years 2 and 3, the class teacher has to meet a very broad band of abilities, including a large number of pupils with SEN, without additional support. She does well with limited resources but pupils do not consistently make the progress of which they are capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall. The curriculum is broad and balanced, with the exception of ICT which is under-represented, although statutory requirements are met. There are no after-school activities.
Provision for pupils with special educational needs	Sound overall, but unsatisfactory in Year 2 and 3 to meet the needs of the pupils. The school identifies their needs early, but in a class straddling two key stages the support for these pupils is inadequate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. Assemblies, the Junior Council, regular visits to the local church and areas such as music, poetry and art have a positive influence on the spiritual, moral, social and cultural aspects of pupils' personal development.
How well the school cares for its pupils	The school provides a safe, caring environment for its pupils.

The school provides an effective curriculum that meets statutory requirements. Strong emphasis is placed on the development of all pupils' literacy and numeracy skills and the school does well to provide

additional time in the upper school to practise their writing skills. Although staff training for ICT is identified in the school development plan (SDP), there are no plans to increase provision of computers. A review of after-school activities is included in the SDP.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy head provide good leadership and effective management. They know the strengths and weaknesses of the school well and are aware of the need to raise standards in ICT. The headteacher's motto is <i>"Winning hearts and minds"</i> and she is right to be <i>"proud of the level of motivation amongst staff and children not only to do well but also to improve."</i>
How well the governors fulfil their responsibilities	The governing body is in a transitional stage with some new members but also vacancies at the time of the inspection. The governors are very supportive and fulfil their statutory responsibilities soundly. They are interested in the work of the school and are committed to improving their expertise.
The school's evaluation of its performance	This is good. All teachers know their pupils well and track their progress effectively. They are committed to maintaining high standards and improving those not so high.
The strategic use of resources	This is sound, but financial decisions are not consistently linked to educational priorities, for example when the stolen computer was not replaced immediately, leaving the upper school without this technology for over a term.

The headteacher and her staff, supported by the governing body, provide clear educational direction for the school's work and are successful in achieving their aim, *"to foster high expectations of performance and to encourage the highest possible levels of achievement"*, standards in ICT excepted. There is a very good ethos and high staff morale. Financial control is good and the school applies the principles of best value soundly.

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 enjoy school. • They make good progress. • Behaviour is good. • Teaching is good. • The school is approachable. • It helps pupils become mature and responsible. • The school has high expectations. 	<ul style="list-style-type: none"> • The range of activities outside school.

Inspectors agree with parents' positive views. A significant proportion of parents who responded to the questionnaire (41 per cent) was not happy with what the school had to offer for out of school activities. Whilst there is a limit to what the staff can reasonably be expected to do in a small school, inspectors found that the school could do more; indeed by the time of the inspection there had been no out of school activities during the term. The school is to review how the curriculum could be enriched by after-school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By age eleven, standards in English and mathematics are well above average.

1. Standards in English are well above the national average at age 11 and, allowing for the disproportionate fluctuations in results caused by small cohorts, broadly reflect the very good results published in 1999 for pupils of this age. In Year 6, pupils respond well to the specialist teaching by the co-ordinators for English and mathematics. They benefit both from the smaller groups and from the expertise of the teachers and pupils of all attainment levels in Year 6 make very good progress. Booster classes for these subjects also make a very effective contribution to raising standards.
2. Throughout the school, teachers give pupils frequent opportunities to practise their speaking and listening skills. By the age of seven these are good; as pupils progress through the school they develop these skills further so that, by the time pupils are eleven, they are very good. These skills begin to be developed as soon as children enter the school. In the reception class, for example, a small group of young children, some of them only just 4 years of age, and in the school on a full time basis for just a few days, are to be shown how to work with clay. The classroom assistant, under the direction of the class teacher, leads this session. They listen well as the assistant explains the tasks and checks their understanding with the use of gentle questioning, giving the children the opportunity to communicate their thoughts and feelings. As she rolls the clay she asks, "What's happening to the clay?" "It's going flat" they respond. "The more you roll it, is it going fatter or thinner?" The children think for a moment watching the assistant's actions. "Thinner" they say. Pupils are given good opportunities to develop their language and are introduced to appropriate technical vocabulary at an early age. In this lesson in the reception class, children are introduced to words such as *pulling*, *stretching*, and *changing*. In Year 4, pupils in their ICT lesson use technical language confidently such as *bird's eye view* and *co-ordinates*. In Year 6 in science, pupils study teeth and are introduced to *incisors*, *canines*, *premolars* and *molars*, whilst in history studying Elizabethan jewellery, they show good understanding of *opaque*, *transparent* and *translucent*.
3. By age eleven, pupils read very well, their skills being well above average. Pupils of all attainment levels are making good progress. They read with accuracy and appropriate expression and explain clearly the meaning of what they have read. They read well, whether on a one-to-one basis or to a larger audience. In an assembly, with most of the school present, a girl from Year 6 read a passage from *St Matthew's Gospel* very confidently and enunciated very clearly. Most pupils have very positive attitudes to books, "I love books, I have about five hundred!" said one girl, deliberately exaggerating for effect. They are able to name their favourite authors and can explain what attributes of books appeal to them. Most pupils' research skills are good and they are able to locate books effectively.
4. At age seven, pupils' writing is broadly average, although there are pupils whose work does not aspire to this standard. The best work shows good use of capital letters and correct punctuation. Some pupils are able to write at length with neat, joined handwriting, conveying their meaning clearly. "Everybody did not invite Charlie to birthday parties but nearly everybody gave him presents and sweets and toys". Most pupils of this age, however, are not yet writing at this standard. By age eleven, pupils write very well and benefit from the specialist teaching for this age group and make very good progress. Evidence from pupils' past work shows a wide range, with imaginative use of language and some very good extended writing. There is work with well developed use of grammar and paragraph construction and effective intertwining of short and longer sentences, as in this example, "His teeth were as big as felt tips and as sharp as nails. His face was round and ruby red. He had a bandana around his shiny head otherwise known as a kerchief." By the end of the year, pupils' handwriting has developed into an individual joined style.
5. Literacy supports pupils' learning well in other subjects such as history. Pupils' very secure grasp

of language and use of grammar enables them to describe very effectively the Globe Theatre for their topic on Shakespeare's England. *"The Globe is a circular building. It has no roof. The stage jutted out like an apron shape and along the sides were the galleries where the rich men and boys sat. The ladies and the poorer people stood on the ground."* In a literacy lesson on the same theme, pupils demonstrate that they are on course to achieve similar standards. They study the diaries of John Evelyn and identify old spellings, accurately replacing them with their modern equivalents, such as *air* for *aire*, *soon* for *soone*, and *nearly* for *neere*. They also use their knowledge of similes to identify some of those used by Evelyn, such as *"like the top of a burning oven"* and *"like an hideous storm"*. This skill with language enables them to write very well.

6. Numeracy is emphasised well and, by age seven, standards are broadly above average and most pupils make good progress over time in developing their skills, especially in mental mathematics. In Year 2, many pupils count up to 1000 and back in 100's and add *20 and 20* to *50 and 50*. They are able to identify the next number in the sequence *83, 84, 85* and can fill in the missing numbers in sequences such as *27, 29, 31*. They count on in 10's from random numbers such as *9, 19, 29* or *37, 47, 57*, and so on. Most pupils make good progress but in this mixed-age class some pupils of average attainment and below struggle and their progress is not so good, as they would benefit from additional support. By age eleven, pupils have a very secure grasp of mathematics in general and numeracy in particular. Evidence from pupils' past work shows a wide range is covered, including work on fractions, decimals, percentages, ratio and proportion. They are confident in representing data clearly in the form of pie charts and bar charts and are very secure in subtracting 3 digit numbers and in adding 5 digit numbers. In a lesson pupils divide decimal numbers of increasing levels of difficulty by single digit numbers to two places of decimals. Most pupils complete their tasks accurately and with reasonable speed.

Overall teaching is good, with 80 per cent being good or better; good subject knowledge and effective questioning are particular strong features contributing to pupils' good progress.

7. Teaching was good overall, with the best teaching being in the older year groups (*Years 4 to 6*). Although the overall quality of teaching was good, satisfactory teaching was seen in each of the three classes. The best teaching takes place in Year 6 for English and mathematics. This is partly because, for these subjects, the class is a homogeneous unit, composed solely of pupils from Year 6. It is, therefore, intrinsically easier to meet the needs of these pupils, even though there are a number of pupils with special educational needs in this group. The most important reason, however, is that the teachers who are the co-ordinators for their subjects, English and mathematics, teach them to this class as specialists.
8. In a very good English lesson, the teacher used her knowledge of the subject, the *Great Fire of London*, to show how *John Evelyn* builds up a picture of the horror of the fire. She brought enthusiasm and animation to her presentation and very good use of voice as she showed how the author used layer upon layer to paint a picture of the description, *"the noise and crackling and thunder of the impetuous flames – the shrieking of Women and children, - the hurry of people, - the fall of towers, houses and churches was like an hideous storme and the aire all about so hot and inflam'd that at the last one was not able to approach it."* The whole class was enraptured as it responded to this first class presentation and was totally absorbed throughout the lesson. It is not surprising that the pupils' progress was commensurate with this very high quality of teaching.
9. One of the strong features of this and other lessons was the quality of questioning, which enabled the teachers to assess the pupils' levels of understanding and then move them on. In the English lesson above, the teacher quotes the author, *"God grant mine eyes may never behold the like"* and asks the class, *"What does that tell us about him?"* The pupils think for a moment and one boy replies, *"He believes in God"*. In a mathematics lesson in the same class, the teacher begins by asking, *"What is the definition of a prime number?"* This is a good strategy as it enables her to gauge the level at which to resume teaching on this subject. A pupil replies, *"It can be divided by itself and one"*. This establishes a good starting point. *"Is one a prime number?"* she asks. Another pupil replies, *"No, because one is itself"*. This allowed the teacher to neatly address the main topic to be covered, *"Yes, it must have two factors"*. The class responded very well and spent the remainder of the lesson identifying accurately prime, odd and even numbers in a 100

number square and made good progress.

10. The quality of marking varies and at its best is good. Overall, it is satisfactory. Some of it is rather perfunctory and consists merely of ticks and short comments such as “careful” when a young pupil made an error in sequencing a number series without any indication of how the pupil could help herself to improve her work. Verbal feedback to pupils on the quality of their work during the lessons, however, is generally good. In the *Parents’ Guide* the headteacher writes that, “one of the most powerful tools for our teaching is the fact that every member of staff knows every child and the headteacher personally monitors every child’s progress with the staff on a regular basis.” Inspection endorses that view. In the response to the questionnaire, most parents were very happy with the quality of teaching.

Pupils’ very good attitudes and relationships help them to learn effectively.

11. Pupils’ attitudes to learning are very good. The school is very successful in achieving its aim, “to provide a happy, secure and purposeful learning environment in which pupils may with confidence, develop their full potential academically, socially and physically”. Children, for example, are made very welcome when they first enter the school as under-fives. They are eased into school gently, attending for half-days only for up to four weeks, depending on individual circumstances, to help them settle in and do not join the school for assemblies until they are familiar with school routines. This provides a very solid foundation for the development of their very good attitudes and positive values as they begin their journey through the school. At the meeting, a number of parents commented favourably on support for children entering the school at the reception class.
12. Good teaching also fosters very positive relationships between pupils and between pupils and adults. Children are confident that their views will be listened to and respected. In the school brochure the headteacher writes that “It is one of the finest features of the school that the oldest children take on a caring, adult role in looking after the younger ones when the occasion arises.” Inspection has borne out this confidence and pupils’ personal development is very good. There were many occasions when older pupils were seen helping the younger ones. The lunch period is a good social occasion helped by friendly, good relationships. On one occasion, for example, a pupil in Year 6 brought in a younger child who had fallen over for treatment. At break-times, pupils of all ages play well together. There is a strong sense of community in the school. In class, pupils work very well together and the sense of community and good relationships have a very positive influence on their learning.

The head and deputy headteacher provide good leadership and, together with the support of the governing body, are successful in creating an effective learning environment.

13. The headteacher provides good leadership and has a clear vision of what sort of school Great Budworth should be, and has the necessary leadership and management skills to achieve it. The headteacher says that, although the school is small, it has a boundless energy. “It thinks big and encourages great ambitions in its children paying close attention to the development of each child.” She is supported well by the deputy head and has built an effective team that is committed to high standards in teaching and learning. The support staff, including those for administration and the caretaker, make a very positive contribution to the life of the school. The headteacher has a heavy teaching commitment – 70 per cent for the year 2000/2001 – and she does very well with this heavy teaching load to lead the school so effectively. This teaching commitment is very effective as it enables Year 6 to be taught in a relatively small group by the English and mathematics co-ordinators, with a similar arrangement applying to ICT. She knows the strengths and weaknesses of the school well and is very focused on raising standards. For example, the school noticed that reading had improved to a much greater extent than writing, following the introduction of the Literacy Hour. It decided, therefore, to provide additional sessions on the timetable for extended writing to raise standards still further. The deputy head has a full teaching commitment and plans very well with the classroom assistant to ensure that the needs of the very young children are fully met.

14. The governing body is very supportive. Its priorities are: *Quality of staff, as low a pupil-teacher ratio as possible; high standards; friendly atmosphere and a nurturing ethos in which children are cared for, and where children are bound to flourish as responsible young people with a love of learning.* There are a number of committees to enable it to fulfil its statutory responsibilities appropriately. At the time of the inspection, there were a number of vacancies which, along with the existence of some relatively new members of the governing body, limits their full effectiveness. This should be improved when there is full membership and governors have had the opportunity to develop their expertise.

The school cultivates pupils' personal development well.

15. Pupils' personal development is promoted effectively, particularly through the school's provision for their spiritual, moral, social and cultural development. This aspect was reported as being strong at the last inspection and these good standards have been maintained. This small school has a very warm, welcoming atmosphere and an inspiring ethos.
16. Spiritual development is emphasised through assemblies, daily acts of collective worship and through many aspects of the curriculum such as English, art, history and music. One of the aims of the school is *to develop a partnership with the Church and with the wider community, being responsive to the needs of that community and drawing from its strengths.* The school has regular visits and services in the magnificent medieval church and, during the inspection, it attended a service for *Harvest Festival* which was an uplifting experience. On the short walk back to the school pupils were heard to express their enjoyment of the service.
17. Children are given responsibilities from a very young age and they respond to the high expectations the staff have of them. The school has its *Golden Rules* which are prominently displayed. The Junior Council provides an effective opportunity for pupils to reflect on their own feelings and the feelings of others and makes a positive contribution to pupils' moral, social and cultural development. Behaviour is good throughout the school, as staff act as good role models and treat all pupils in a consistent manner. The statement in the school prospectus that, *the life of the school is regulated to ensure a happy and well-ordered atmosphere* was confirmed by the inspection.
18. Pupils respond well to good teaching and to the opportunities their teachers give to work together in groups. They have good relationships with each other and with all members of staff. Older pupils look after the younger children well without the need to be asked. On their way back from the Harvest Festival, some older pupils spoke in an easy, relaxed way with younger pupils. The good social atmosphere in the school provides a positive learning environment. The curriculum promotes pupils' cultural development very strongly, especially through English and poetry, music, drama and art. In Class 2, there is a good display, reflecting the multicultural studies of the Caribbean, in geography. The school, with no pupils of ethnic minority background, is very conscious of the need to raise and develop pupils' awareness and understanding of the richness and diversity of other cultures. It has recently joined the Cheshire Development Centre for multicultural studies and is committed to developing this area.

WHAT COULD BE IMPROVED

Standards in information and communication technology (ICT) overall are unsatisfactory; there are insufficient computers and some teachers' expertise in the subject needs to be developed.

19. At the last inspection, attainment in ICT was described as being in line with national expectations. Progress in word processing and the use of control technology was satisfactory. In other areas of the programme of study, progress was less satisfactory. From the evidence in this inspection, standards in ICT, by age eleven, are unsatisfactory, overall, and progress over time is also unsatisfactory. There are a number of reasons for this. The first is that a computer was stolen early in April this year *and it was six months before a replacement arrived.* This was because the governors elected to wait for the insurance claim to be processed to fund the replacement. The

alternative, to fund the replacement from their own resources whilst anticipating income from the claim, was not taken. This meant that pupils in class 1 (for pupils in Years 4, 5 and 6) had to be taught in a large group, including the pupils now in Year 6, and it is not surprising that standards are below those expected.

20. The second reason for unsatisfactory standards is the lack of sufficient computers in the school. During the inspection two lessons in ICT were seen. In Year 6, there were 14 pupils to one computer; in Year 4 and 5, there were 18 pupils to one computer. A desk top size screen is not appropriate for class teaching, as pupils any distance from the screen cannot see the detail as they would if, for example, an interactive monitor was available. The school has recently benefited for funding from the *National Grid for Learning* and is connected to the *Internet*, but nevertheless this ratio of computers to pupils is inadequate. Pupils do not have sufficient hands-on opportunities to use the technology and, in the lessons seen, pupils were not able to use the computer themselves.
21. The third reason for unsatisfactory standards is that all teachers are not confident in the use of ICT. In the lessons seen, the subject co-ordinator was teaching and this was good. In these lessons, however, progress was only satisfactory as pupils were hampered by the lack of machines. The lack of some teachers' confidence in the subject also means that pupils are not always given the opportunities to use the technology to support learning in other subjects. The school is right to identify staff training for ICT in the school development plan.

There is insufficient support for pupils with special educational needs (SEN) in the mixed age class for Years 2 and 3.

22. In this class (class 2) there are pupils in both Key Stage 1 and Key Stage 2. There are a large number of pupils with SEN in Year 3 (Key Stage 2). Teaching is generally good in this class, even though the teacher has to meet a broad range of abilities without additional resources. The SEN pupils do not consistently make the progress they would be capable of with additional support. The dilemma for the teacher is that, in giving more attention to them, the effect is to give less attention to the others and this has a tendency to depress standards in the rest of the class. There are indications that this effect led to a dip in standards in the statutory tests in 2000, although these results are as yet unpublished.

There are no out of school activities.

23. Forty one per cent of parents who replied to the questionnaire were not happy with the school's extra-curricular activities. Although the *Parents' Guide 2000/2001* gives information about out of school clubs, at the time of the inspection none had taken place. Bad weather can be blamed for the cancellation of some activities, but not all need to, nor should, be held out in the open. It is unreasonable to expect the same range of activities in a small school compared to a larger school as the time commitment would fall disproportionately on fewer staff. Outside staff can be bought in, subject to budgetary considerations, and some schools use the expertise of parents where this is available. The school is right to include a review of its out of school activities in its development plan to ensure regular provision that is known to parents and pupils alike.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- a) raise pupils' attainment in information and communication technology by:
 - improving all teachers' knowledge and expertise in the subject to ensure it is taught to a satisfactory level throughout the school (*paragraph 21*);
 - ensure there are sufficient computers to provide adequate opportunities for pupils to have practical hands-on experience (*paragraph 20*);

- b) review the arrangements for supporting SEN pupils in class 2 (*paragraph 22*);
- c) implement the school development plan to improve regular provision for extra-curricular activities (*paragraph 23*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	0	73	20	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	85
Number of full-time pupils eligible for free school meals	4

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

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	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.02
National comparative data	0.5

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

The usual tables showing results in English, mathematics and science for pupils aged seven

and eleven in 1999 are not included because there were less than 11 pupils in both age groups and the results of such small cohorts would be unreliable.

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	85
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)	4
Number of pupils per qualified teacher	20.25
Average class size	26

Education support staff: YR – YR

Total number of education support staff	2
Total aggregate hours worked per week	24

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	195,127
Total expenditure	195,197
Expenditure per pupil	2,244
Balance brought forward from previous year	23,949
Balance carried forward to next year	23,879

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	0	0	0
My child is making good progress in school.	38	44	6	6	0
Behaviour in the school is good.	34	50	9	0	3
My child gets the right amount of work to do at home.	28	44	6	3	13
The teaching is good.	53	38	0	3	3
I am kept well informed about how my child is getting on.	16	63	9	0	6
I would feel comfortable about approaching the school with questions or a problem.	78	16	3	3	0
The school expects my child to work hard and achieve his or her best.	72	22	0	0	3
The school works closely with parents.	34	47	3	3	13
The school is well led and managed.	16	63	6	3	9
The school is helping my child become mature and responsible.	50	50	0	0	0
The school provides an interesting range of activities outside lessons.	3	31	41	0	19

Summary of parents' and carers' responses

These responses indicate generally positive views for the school and inspectors agree with them. The only significant area of criticism was to do with what the school had to offer for out of school activities. Inspectors understand that in a small school, with a limited budget, there is a limit to what the staff can reasonably be expected to do outside of school. However, by the time of the inspection there had been no out of school activities during the term. The school is right to review how the curriculum could be enriched by after-school activities.