

# INSPECTION REPORT

**WALFORD PRIMARY SCHOOL**

Ross-on-Wye

LEA area: Herefordshire

Unique reference number: 116743

Headteacher: Mr Steven Roberts

Reporting inspector: Michael Best, Rgl  
10413

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> November 2000

Inspection number: 225277  
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Walford  
Ross-on-Wye  
Herefordshire  
Postcode: HR9 5SA

Telephone number: 01989 562209

Fax number: 01989 762898

Appropriate authority: Governing body

Name of chair of governors: Mr Gerald Smith

Date of previous inspection: 10<sup>th</sup> – 12<sup>th</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Dr Michael Best, 10413	Registered inspector
Mrs Janet Butler, 9428	Lay inspector
Mrs Hazel Callaghan, 22254	Team inspector

The inspection contractor was:

TWA Inspections Ltd  
5 Lakeside  
Werrington  
Peterborough  
Cambs PE4 6QZ

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Walford Primary School is situated some two miles south of Ross-on-Wye. As well as serving the village of Walford, the school takes pupils from Ross and surrounding area. There are currently 163 pupils on roll, 71 girls and 92 boys, aged between 4 and 11 years of age. The majority come from owner-occupied homes, although a proportion live in rented or tied accommodation. The school is popular with parents and has grown substantially in the last three years. It has just reached the stage where, following the construction of a classroom and the appointment of a full-time teacher, each year group can be accommodated and taught as one class. Until the week of the inspection, Year 1 pupils had been split between the reception and Year 2 classes for part of each day.

Children start school at the beginning of the autumn term before their fifth birthday, initially on a part-time basis. At the time of the inspection there were 24 children in this age group, 20 of whom attended for the whole day. The school is smaller than other primary schools. The school's own assessments show that there is a range of attainment on entry; it varies from year to year although, in the main, it is above average. Less than 2 per cent of pupils have free school meals, which is well below the national average. The majority of these pupils are in the same year group. The school estimates that there are a number of parents who do not claim their entitlement. No pupils come from minority ethnic backgrounds and none speak English as an additional language. Eighteen pupils, 11 per cent, are on the school's register of special educational need, which is below the national average. Less than 2 per cent of pupils on the register are on Stages 3 to 5 of the Code of Practice and no pupils have statements<sup>1</sup>. This is well below the national average. The majority of pupils on the higher stages of the register have specific or moderate learning difficulties.

### HOW GOOD THE SCHOOL IS

This is a good school. It is well supported by its governors and highly regarded by the great majority of parents. Compared with all schools nationally and with similar schools, pupils achieve high standards in English, mathematics and science at the age of 11 years. Dedicated leadership, very effective management, good quality teaching and an attractive learning environment make a significant contribution to the standards achieved. The very good attitudes and behaviour of the pupils reflect both the high expectations of the staff and the purposeful learning environment the school provides. The school provides good value for money.

#### What the school does well

- The school is very well led and managed.
- Pupils' achievement is high.
- Pupils' personal development is very good.
- Teaching and learning are of a high standard.

#### What could be improved

- The provision for information and communication technology (ICT).
- The curricular provision for children under five.
- The focus of the school improvement plan.

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

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

Improvement since the last inspection in December 1996 is good. The most notable improvement since that time has been in the results achieved by 11-year-old pupils in the National Curriculum statutory tests. Standards in English, mathematics and science have risen from being in line with national averages overall in 1996 to being well above national averages in 2000. Compared with the last inspection, the quality of teaching has improved, as have parents' views of the school. Shortcomings in the school's curricular provision have been successfully addressed by the adoption of schemes of work for all curriculum subjects and the development of teachers' planning to ensure that pupils' skills, knowledge and understanding are progressively developed.

<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

Effective procedures for assessment, lacking at the time of the last inspection, are now in place and are informing teachers' planning of the next steps in pupils' learning. At the time of the last inspection, the lack of long-term targets inhibited the governors' strategic planning for the future of the school. Such targets are now in place. Although not identified as key issues, the previous inspection report drew attention to shortcomings in the school's procedures for correctly recording the reasons for pupils' absence and some minor omissions to the statutory information provided for parents. These have yet to be fully resolved.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests. The information for 2000 has been provided by the school and verified by the inspection team.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	B	A*	A*	A
Mathematics	A	A	A	B
Science	A	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows that results in 2000 are well above average in mathematics and science. In English they are very high; that is, amongst the highest 5 per cent nationally. In comparison with similar schools, results are well above average in English and above average in mathematics and science. Standards have risen at a faster rate than that found nationally. In conjunction with the local education authority, the school has set itself realistic targets for attainment in recent years; targets for future years are regularly revised in the light of available assessment information that takes pupils' achievement into account. The school is not complacent; whilst justly proud of the results achieved, it strives for further improvement. There are no significant differences in standards between boys and girls.

National Curriculum test results in mathematics for 7-year-olds have been consistently well above the national average in mathematics for the last three years. In reading and writing the results were very high, amongst the highest 5 per cent nationally, in 1998 and well above the national averages in 1999. In 2000, the school's test results in reading and writing were average. Compared with similar schools, these results are below average in reading and writing and above average in mathematics. Inspection evidence confirms the school's assessment of a much wider range of pupil capability and learning need in this particular year group; observation of lessons and scrutiny of pupils' work in the current year show that pupils are making good progress. Teacher assessment in science showed that whilst the overall number of pupils reaching the level expected of pupils of this age was below that in other schools, the number of pupils reaching the higher levels was greater than in other schools.

The findings of this inspection show that the vast majority of children under five years of age at the Foundation Stage<sup>2</sup> are on target to meet the standards expected of children at the age of five years in their communication, language and literacy development; personal, social and emotional development; mathematical development; knowledge and understanding of the world; and in their physical and creative development. Indeed, the majority of children demonstrate the capacity to exceed these standards. Standards in Years 2 and 6 are above average in English, mathematics and science; pupils are achieving well. They work well independently and in groups. They successfully acquire and apply skills and knowledge.

Standards in religious education meet the requirements of the locally agreed syllabus. Pupils successfully acquire skills in information and communication technology and its use is being effectively developed across the curriculum. However, pupils at the age of 11 years are, at present, unable to meet or exceed the expected standards in information and communication technology. This is primarily due to technical problems with the internet provider which are outside the school's immediate control.

<sup>2</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn, listen well and respond enthusiastically to challenge.
Behaviour, in and out of classrooms	Very good. Pupils show consideration, self-control and respect for other people and property. They respond well to praise and happily help each other.
Personal development and relationships	Very good. These are strengths of the school. Pupils become increasingly confident, independent and thoughtful. Very good relationships underpin the learning in class and the play at break-times.
Attendance	Very good. Attendance rates are well above the national average. Unauthorised absence is very low and there is a prompt start to the day.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years and 5-7 years	Aged 7-11 years
Lessons seen overall	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.*

Taking all the available evidence into account, teaching and learning in the school are good. In four-fifths of lessons observed, teaching is good or better. This is higher than that reported at the time of the last inspection and is well above the national average reported by Her Majesty's Chief Inspector of Schools in his latest annual report. Teaching is very good in one-fifth of lessons. No unsatisfactory teaching was seen during the inspection. There is a very close correlation between the quality of teaching and the quality of learning in the school. Teachers have high expectations of what they want pupils to achieve and they communicate these clearly to pupils. They make good use of assessment information to inform the next steps in pupils' learning and, particularly where there is a wide range of learning needs, it is well used to plan appropriate activities that provide an intellectual and creative challenge. Throughout the school lessons are well planned and teachers demonstrate good subject knowledge. Pupils are actively encouraged to take and to develop responsibility for their own learning; they rise well to this challenge. The skills of literacy and numeracy are systematically taught. The quality of teaching in both English and mathematics is good. Teachers plan carefully to meet the needs of all pupils. In the most successful teaching, lesson introductions are well used to remind pupils of what they achieved in previous lessons. The pupils increase their understanding effectively from these firm foundations. Pupils with special educational needs are well catered for and are supported well in lessons. This enables them to achieve as well as they can. The school recognises that more-able pupils may need support in their learning and makes appropriate and effective provision to extend those who learn at faster rates.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, relevant and well balanced. A wide range of visits and visitors to the school effectively stimulates pupils' interest and enjoyment of learning. Although the curriculum at the Foundation Stage is satisfactory, the provision for children's physical and creative development is limited by the lack of suitable learning resources.
Provision for pupils with special educational needs	Pupils are effectively identified and supported. They make similar progress in their learning to the other pupils in the class.



Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very effective in providing for pupils' social and moral development. Provision for pupils' spiritual and cultural development is good, but aspects of multi-cultural development, although satisfactory, are undeveloped in comparison with other areas of pupils' personal development.
How well the school cares for its pupils	Good. Members of staff know their pupils well and are vigilant in their care and welfare of them. Their promotion of good behaviour and personal development is a strength. The reasons for absences are not always accurately recorded.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership and management evident in the school are the result of the enthusiastic and dedicated work of the headteacher and the committed support of the hard-working deputy headteacher, teaching and non-teaching staff. Adults and pupils are valued for the individual contribution they make to the school; this successfully promotes the achievement of high standards.
How well the governors fulfil their responsibilities	Good. Governors take a keen and supportive interest in the work of the school. They take their role as the school's critical friend very seriously. Apart from some minor omissions, all statutory requirements are met.
The school's evaluation of its performance	Satisfactory. The school successfully finds out how well its pupils are doing, but in its present form the school improvement plan is not sufficiently focused to help the school make the necessary decisions to further improve standards.
The strategic use of resources	Good. The school considers very carefully the use of the resources available to it. Learning resources are, overall, plentiful but there are some shortages in those for children under five and in information and communication technology. Recent improvements to the accommodation contribute to the high-quality learning environment.

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

One hundred and fourteen questionnaires out of 161 sent out to parents were returned. Over 30 parents attended a meeting with the lead inspector and other parents spoke to inspectors during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That children enjoy school and behave well.</li> <li>• The high expectations placed on them.</li> <li>• The good teaching supported by homework.</li> <li>• Information about progress.</li> <li>• That school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities.</li> <li>• Some parents feel that the school does not keep them well informed of what is going on.</li> </ul>

The team agrees with the vast majority of parents who feel that the school's provision for education is good and that it enables children to make good progress by fostering a co-operative home-school partnership. Members of staff run the extra-curricular activities themselves; on occasions these have to be cancelled. The school plans to examine alternative ways of managing this provision. Inspection evidence shows that the school has appropriate systems in place to keep parents informed about what is going on in the school. Governors' minutes, copies of circular letters and schemes of work are readily available to parents. In addition, the school has appropriate procedures in place to deal with any parental concerns or complaints.

## **PART B: COMMENTARY**

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

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

1. Under the enthusiastic and dedicated direction of the headteacher, the school has successfully moved forward since the last inspection. The high standards achieved are the result of good quality teaching and learning, very good relationships together with a strong, caring learning environment. The key element of all this is the way in which, at every level of the school, each and every individual is valued for the contribution they make to its life and work.
2. During the last four years, the number of pupils on the school roll has increased by nearly two-thirds. New buildings have been secured and refurbishment of the existing fabric has been undertaken. Staffing has increased and the school has, through careful budget provision, recently achieved its goal of one year group in each class. At the same time, pupils' results in National Curriculum statutory tests at the age of 11 years have risen from being broadly in line with those found nationally in 1996 to being well above the national average in 2000.
3. The headteacher provides clear direction that effectively enables all members of the school community to make both an individual and a team contribution to the successful achievement of its aims and values. He is ably supported by a hard working deputy headteacher who, in addition to a full-time teaching commitment, successfully leads the school in a number of areas, including the monitoring and evaluation of pupils' progress.
4. The headteacher and deputy headteacher work closely with the teaching and non-teaching staff to improve standards and the quality of teaching and learning. Lessons are regularly monitored and curriculum co-ordinators successfully monitor teachers' planning and pupils' work. Through this the school successfully finds out how well its pupils are doing. The introduction of the national strategies for literacy and numeracy have been carefully planned and implemented. Members of staff have been well trained and plenty of support and guidance have been provided through contact with other schools. The management team values the advice and support from the local education authority in helping it to achieve its targets. The school fosters and maintains good working relations with other schools and the local community. Links with local businesses benefit the school in a variety of ways.
5. Staff members respond positively to this leadership. They work hard both individually and as a team. They challenge and support pupils to achieve their best. Although many responsibilities have changed in recent times as the staff membership has grown, curriculum co-ordinators have a clear understanding of what is required of them. They have the necessary authority and responsibility to fulfil their duties successfully.
6. The day-to-day management of the school is good. Appropriate financial routines are in place and the recommendations of the recent audit report have been implemented. Teaching and non-teaching staff members are well informed of what is going on in the school. Routines are well established. A calm and purposeful working atmosphere is maintained throughout the school. All adults provide very good role models for pupils.

7. The headteacher works closely with the governing body. Governors are well aware of their responsibilities and perform their duties diligently. Whilst very supportive of the school, they successfully act as the school's critical friend, probing and questioning before reaching decisions. For example, governors recently discussed the monitoring of teaching and learning. They were keen to establish how this would help the school to raise standards. Financial control is good. In purchasing goods and services the school makes good efforts to achieve the best value for money. The overwhelming majority of parents are well satisfied with the way in which the school is led and managed; they find staff to be approachable and helpful.

### **Pupils' achievement is high**

8. Results for 11-year-olds in the National Curriculum statutory tests have consistently exceeded the national averages in English, mathematics and science for the last four years. The school's 2000 results in English maintained the very high standards achieved in the 1999 tests. In mathematics and science well above average standards have been maintained for the past three years as the national averages have increased. Compared with similar schools, the latest results are very high in English and well above average in mathematics and science. The school's results have improved faster than those found nationally.
9. National Curriculum test results in mathematics for seven-year-olds in 2000 were well above the national average, maintaining the standard first achieved in 1998. Compared with similar schools, these results for 2000 are above average. In reading and writing the results for this age group in 2000 were in line with national averages; compared with similar schools, these results are below average. Previous results in these areas of learning were well above the national averages in 1999 and very high, amongst the highest 5 per cent nationally, in 1998.
10. Inspection evidence confirms the school's assessment of a much wider than usual range of pupil capability and particular learning needs in this year group as making a major contribution to this outcome. In the mathematics test, the school followed appropriate procedures to ensure that no pupil was prevented from achieving their best due to difficulties with reading.
11. Whilst, in comparison with other classes, this age group has a greater number of pupils with learning and other needs, it also has a significant number of pupils who work at faster rates. This is borne out by the National Curriculum teacher assessments in science in 2000. These show that the number of pupils reaching the higher levels was greater than in other schools. However, the overall number of pupils reaching the level expected of pupils of this age was below that in other schools. The school reports that a number of pupils with language needs found difficulty in explaining fully their ideas and observations.
12. Observation of lessons and scrutiny of this particular year group's work show that pupils are making good progress and achieving well according to their prior attainment. Those pupils who have learning difficulties are being well supported and are also achieving as well as they can. Those who learn at faster rates are being appropriately catered for and are also achieving well.
13. The findings of this inspection show that the vast majority of children in the Foundation Stage are on target to meet the standards expected of children at the age of five years in their communication, language and literacy development; personal, social and emotional development; mathematical development; knowledge and understanding of the world; and in their physical and creative development. Indeed,

the majority of children demonstrate the capacity to exceed these standards. Children enjoy school. They make sound progress. The majority confidently discuss what they are doing with each other and with adults. Their listening skills are developing well and they are learning to take turns when speaking and when sharing equipment.

14. Standards in Years 2 and 6 are above average in English, mathematics and science; pupils of all abilities are achieving well. They also achieve well in other areas of the curriculum. An important contribution to their high achievement and good progress is the way in which the school helps pupils of all abilities to develop independence and confidence in their capacity to acquire skills and knowledge and to apply these as they move through the school. Advanced thinking and higher-order skills, for example the skills of critical analysis and the capacity to reflect constructively on their work, are starting to be developed.
15. There are no significant differences in achievement between boys and girls. The schools sets challenging yet realistic targets for its pupils to achieve. The targets in English and mathematics are set in conjunction with the local education authority. These targets are regularly revised in the light of available assessment information that takes pupils' recent achievements into account.

#### **Pupils' personal development is very good**

16. The school is very effective in promoting pupils' personal development. This very good provision has been well maintained since the previous inspection and results in pupils' positive attitudes to learning and, therefore, in their high attainment. Pupils' high self-esteem and self-worth have been achieved, in large measure, because of the good support and guidance provided by the staff who are good role models for the pupils and promote very good relationships through the school.
17. The weekly 'Gold Book' assembly successfully promotes pupils' confidence as they share their good work and interests with the whole school. Pupils watch with interest and show impressive levels of care and respect for each other. This was well illustrated when there was not a murmur of laughter from the oldest pupils when a child in the infants read her letter from the 'Tooth Fairy'.
18. Pupils' personal development is well promoted through the regular opportunities for all pupils to take responsibility, which they carry out reliably. Younger pupils are class monitors and the older pupils carry out tasks around the school, such as running the fruit shop at break-time, organising the tape recorder and giving out hymn books for assembly. Opportunities for pupils to show initiative are effectively planned so that by the time pupils are in Years 5 and 6 they respond well to the responsibility of planning and organising the annual residential trip.
19. All the pupils take part in regular, lively whole school discussions on what they think the school needs next. These opportunities not only promote pupils' pride in their own school, but also in their care of resources that are purchased as a result of their debates and their fundraising.
20. The provision for pupils' social development is very good. Regular class discussions, as part of circle time<sup>3</sup>, enable them to become aware of a range of issues. Younger pupils develop their ideas about friendship, being kind and helpful to one another. Older pupils learnt about elections and the democratic systems as part of their work on Ancient Greece and from the visits of local county councillors who explained the

system of elections. All pupils are expected to care for each other and are given the task of caring for children new to the school.

21. The provision for pupils' moral development is also very good. Staff members have high expectations for pupils' behaviour. The code of conduct in the school, which is discussed with pupils, is the basis upon which pupils' moral development is enhanced in school. The circle time debates address issues of what is fair and they promote pupils' respect for others' values and beliefs. Difficult moral issues about the environment and what should be done about such things as BSE effectively stimulate pupils' own ideas and develop their strong moral attitudes. There are also good opportunities for pupils to develop public speaking skills through these meaningful experiences.
22. Pupils' spiritual development is good. Pupils' reflection is promoted in assemblies and in religious education. Good opportunities are provided for pupils to learn about how people's religious beliefs affect their lives. There are good links with the local church and the vicar takes assembly fortnightly.
23. Cultural development is good overall. Pupils' own culture is very well promoted through visits to local places of interest, by visitors to the school and through their studies in history, literature and drama. The provision for the development of pupils' awareness of the rich diversity of a multi-cultural society is satisfactory. There are appropriate opportunities for pupils to become aware of other cultures through art, religious education and geography lessons, but this area is, in comparison, less developed and resources to promote pupils' awareness of people of other cultures and ethnic groups are limited.

### **Teaching and learning are of a high standard**

24. During the inspection teaching is good or better in four-fifths of the lessons and very good in one in five lessons. All the remaining teaching was satisfactory; no unsatisfactory, poor or very poor teaching was observed. The quality of teaching has risen since the last inspection.
25. Teachers have good subject knowledge. They plan their lessons carefully and manage activities well. They have high expectations of their pupils and make it quite clear to them what is to be achieved in each lesson. This enables pupils to learn effectively and at a good pace. They are encouraged to make their best intellectual and creative efforts. These efforts are well praised and clearly valued. In a gymnastics lesson in Year 2, pupils practised and refined a series of rolls, curls and rocks, resulting in some imaginative individual performances. In design and technology, in Year 5, pupils confidently discussed their designs for a moon buggy with each other and with adults; they were keen to extend and refine their ideas in order to produce an innovative design.
26. The teachers provide good opportunities for pupils to discuss and share ideas. Teachers make good use of questioning and very effectively promote pupils' independence in learning by giving them responsibility and holding them, kindly but firmly, to account for their work. Pupils rise to this challenge and value the trust placed in them. This all makes a significant contribution to the standards pupils achieve and to their personal and social development.
27. Pupils are keen and interested in what they are learning. They behave well and respect the contributions and ideas of others even when these differ from their own. In the reception class, children respond well to stories and pictures. They ask a lot of

questions and listen with increasing concentration to what others, as well as their teacher, are saying. In Year 4, pupils linked their new knowledge with what they already knew when they readily provided examples of different ways in which thermometers are used in the home. In Year 6, pupils responded well to opportunities to explain the thinking and reasons that lie behind their opinions. For instance, when discussing personalities in the story of 'Babe' pupils were able to refine and reflect on their initial thoughts through sharing in those of others.

28. There is a very close correlation between the quality of teaching and of learning in the school. Teachers use lesson introductions well to remind pupils of what they achieved in previous lessons and explain new ideas clearly. They structure tasks well so that pupils can apply their new skills and knowledge promptly and purposefully. Teachers conduct lessons in a business-like manner and actively encourage pupils to take and develop responsibility for their own learning.
29. Teachers' lesson planning is closely linked to the school's long-term curriculum plans. They make good use of assessment information to inform the next steps in learning. In Year 3 there is a wide range of learning needs. In this class, assessment information is well used to plan appropriate activities that provide intellectual and creative challenges for all pupils. As seen in a numeracy lesson on arrays in this year group, pupils' practical and thinking skills are carefully developed through tasks that are appropriate to their individual needs.
30. Pupils with special educational needs are well catered for. They are supported well in lessons through the provision of appropriate work and the help and support of adults. Members of the support staff make an important contribution to pupils' progress, especially for those who have difficulties with learning. The school recognises that more-able pupils may also need support in their learning and, through the provision of appropriate tasks, seeks to extend those who learn at faster rates. This provision enables all pupils to achieve well.
31. In marking pupils' work and in talking to pupils about their work, teachers' comments are constructive yet critical. These provide pupils with clear indications of what needs to be done to improve their work.

## **WHAT COULD BE IMPROVED**

### **The provision for information and communication technology (ICT)**

32. Pupils successfully acquire basic computer skills. They are familiar with equipment and recognise the part such technology plays in everyday life. The use of information and communication technology is being effectively planned across the curriculum through word-processing, number practice and design programs. However, there are some problems facing the school.
33. Pupils at the age of 11 years are, at present, unable to meet or exceed the expected National Curriculum standards in information and communication technology. Technical difficulties with the school's chosen server mean that the pupils are rarely able to access the internet to undertake research. Similarly, they have only spasmodic access to on-line e-mail. Whilst pupils are successfully able to prepare messages off-line, they are unable to send them or receive responses. The internet provider has not responded to the school's demands to provide a reliable and efficient service and the school has yet to make alternative arrangements.

34. The school is also aware that it does not have sufficient computers for its pupils to use. For example, in Year 6 pupils are using word-processing programs to draft and edit their work. In literacy lessons, pupils have to wait a fortnight for their next turn to come round. This does not allow pupils to achieve their best.

### **The curricular provision for children under five at the Foundation Stage**

35. With the completion of recent building works and the appointment of an additional full-time member of staff, the school has very recently moved away from mixed-age classes. One consequence of this is that the curriculum for children up to five years of age, at the Foundation Stage, is just being established separately from Year 1. Funds have been allocated to support the new class but at present there are some shortfalls in the curriculum provided for this age group.
- 36.
37. There are insufficient learning resources to support children's creative development. Many of the present learning resources are out of date and there is an insufficient range to fully challenge the children. This lack of learning resources contributes, for example, to the limited provision for children to participate in guided role-play activities.
38. At present, insufficient provision is made for children's physical development through, for example, the structured use of large and wheeled equipment. An outdoor area, funded by donations from local businesses, is in the course of development. However, the school does not, as yet, have a sufficient or appropriate range of equipment, or the support staff available, to provide for its structured, timetabled use by children at this stage of their education.

### **The focus of the school improvement plan**

39. Existing procedures for developmental planning have served the school well in the past. However, these procedures no longer provide a sufficiently sharp focus to enable the school to analyse the considerable amount of information it now has available to it; to identify both priorities for action and the strategies required to achieve these; or to enable the governors and senior managers to conduct a rigorous evaluation of how what has been achieved has raised standards in the school.
40. The school has made great moves forward in recent years. As detailed in earlier paragraphs, much has been successfully put in place and standards have risen. The school improvement plan is the at the hub of all this; in its present form, it does not have the capacity to tension the wheel and thus bring together all the different developments and initiatives necessary to continue to move the school forward and further raise standards.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. In order to improve further, the governors, headteacher and staff of this good school should now:
- (1) enable pupils to achieve the highest possible standards in information and communication technology by:
    - (i) providing sufficient, working, resources to support the requirements of the National Curriculum programme of study;
    - (ii) ensuring pupils' information and communication technology skills are fully developed and used across the curriculum; (*paragraphs 32-34*)
  - (2) provide regular opportunities for children in the reception class to:
    - (i) engage in a range of well-resourced and organised creative activities;
    - (ii) have supervised access to, and planned use of, a range of appropriate large equipment both inside and outside the classroom; (*paragraphs 35-37*)
  - (3) sharpen the focus of developmental planning by:
    - (i) analysing the information the school has available to it;
    - (ii) using this information to identify priorities for action;
    - (iii) agreeing and implementing the strategies required to achieve them;
    - (iv) ensuring the rigorous evaluation of the outcomes in terms of their impact upon standards in the school. (*paragraphs 38-39*)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14	67	19	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)	163
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

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	18

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	6
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	13	12
	Girls	12	13	12
	Total	23	26	24
Percentage of pupils at NC Level 2 or above	School	82 (100)	93 (100)	86 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	13	12
	Girls	11	11	12
	Total	24	24	24
Percentage of pupils at NC Level 2 or above	School	86 (100)	86 (100)	86 (100)
	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	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	7	7
	Girls	10	9	10
	Total	17	16	17
Percentage of pupils at NC Level 4 or above	School	100 (100)	94 (87)	100 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	7	7
	Girls	10	10	10
	Total	17	17	17
Percentage of pupils at NC Level 4 or above	School	100 (100)	100 (87)	100 (93)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
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	21
Average class size	23

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

Total number of education support staff	5
Total aggregate hours worked per week	50

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
--------------------------------	-----

*FTE means full-time equivalent.*

### **Financial information**

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

	£
Total income	256,740
Total expenditure	246,938
Expenditure per pupil	1,647
Balance brought forward from previous year	51,937
Balance carried forward to next year	61,739

The balances carried forward include funds raised by the school and donations from local businesses. In the present financial year balances have been used to purchase a new classroom for Year 6 pupils and to employ an additional full-time teacher. Further expenditure is already committed to support the new reception classroom and further staffing. The governing body predict that this year's carry forward will be around 5 per cent of the budget.

## Results of the survey of parents and carers

Questionnaire return rate 70.8%

Number of questionnaires sent out	161
Number of questionnaires returned	114

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	3	1	0
My child is making good progress in school.	69	25	4	2	0
Behaviour in the school is good.	69	28	0	0	3
My child gets the right amount of work to do at home.	54	40	5	0	1
The teaching is good.	74	21	2	0	3
I am kept well informed about how my child is getting on.	58	33	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	2	2	0
The school expects my child to work hard and achieve his or her best.	70	27	0	0	3
The school works closely with parents.	58	31	8	3	0
The school is well led and managed.	71	19	6	4	0
The school is helping my child become mature and responsible.	71	22	3	2	2
The school provides an interesting range of activities outside lessons.	31	38	13	14	4

### Other issues raised by parents

- Some parents feel that the school does not keep them well informed of what is going on.