

# INSPECTION REPORT

## **BITTERLEY PRIMARY SCHOOL**

Bitterley, Ludlow

LEA area: Shropshire

Unique reference number: 123535

Headteacher: Miss J. Bishop

Reporting inspector: Mrs F. D. Gander  
21265

Dates of inspection: 22<sup>nd</sup> - 23<sup>rd</sup> May 2002

Inspection number: 230573

Short 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
Gender of pupils:	Mixed
School address:	Bitterley Ludlow Shropshire
Postcode:	SY8 3HF
Telephone number:	01584 890228
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Bunney
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Bitterley Church of England Primary School teaches pupils between the ages of 4 and 11. Most of the 121 pupils are from Bitterley and surrounding villages, with a small number travelling from the nearby town of Ludlow. This makes the school smaller than average. It is a very popular school, and there are always more applications than places available. Parents who do not obtain a place regularly take their applications to an appeal's committee, and as a result of these requests being granted, the school has to take in more pupils than its placement number. Around the time of the last inspection the school admitted more pupils than it had places for. Due to this, and the fact that two year groups have to be taught together, some classes are large. The socio-economic background is above average and this is reflected in the below average numbers claiming free school meals. Attainment levels of the children when they enter the school are above those expected for children of a similar age. The number of pupils with special educational needs is below the national average. The number of pupils from an ethnic minority background is very low.

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

The school is effective in providing good quality education enabling pupils to reach high levels of attainment in most subjects, to develop very good attitudes and to become mature and responsible. The new management in the school has, since the last inspection, continued to develop the provision, implement new national initiatives and introduce a more rigorous approach to development planning. This has successfully improved the link between the school development plan and financial planning so that resources are used more efficiently and effectively. The leadership and management have ensured that the quality of teaching is good. Although the school provides good value for money it is not as effective as it could be. The problems that the school has encountered over the last few years concerning the difficulties of members of teaching and support staff in accepting change, and the rigid views of a minority of parents have prevented this school from developing into a very good school where all people work together and respect one another.

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

- Pupils have very good attitudes to school, are very well behaved and have very positive relationships with other pupils and adults. This is due to the emphasis that is placed on personal development.
- The very good leadership and management of the headteacher and the deputy headteacher are successfully focused on promoting high standards.
- Teaching overall is good, and in some classes it is very good.

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

- Negative relationships exist between a minority of parents and some staff with the management and the governors of the school. This is because they feel the school is not being managed to their liking.
- There is insufficient space available for teaching pupils in Years 5 and 6, and for the teaching of physical education
- There are inconsistencies in teachers' planning, the marking of pupils' work, their expectations for writing and presentation, and in the content of pupils' end of year reports.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory progress has been made in improving the school since the last inspection. Most of the key issues detailed in the last report have been addressed by the new management of the school with the exception of increasing the size of the hall. The school has been enlarged with a new building extension and the younger children now have more space in their classrooms. However, the older pupils are still short of space for learning. In addition, although the school has a very tight budget, it has managed to employ more learning support assistants. There have been good improvements made to curriculum planning, assessment, the monitoring and tracking of pupils' progress, school development planning and financial management. However, the recommendation of the last report for teachers to adopt a more consistent approach to their work has not been achieved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A*	A*
Mathematics	B	B	B	B
Science	C	A	C	C

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

In Year 2, the school's results are above average in reading and mathematics with a high percentage of pupils attaining the higher level and making good progress. However, the results in writing are not as high, and not all pupils attain the expected Level 2. There are also fewer pupils who attain the higher level in this aspect of English than in reading and mathematics. This underachievement in writing arises from low expectations for pupils to complete pieces of extended writing, and can be seen in the quality of work in their books. The school's performance in English in the Year 6 tests in the year 2001 is in the top five percent of schools nationally. In mathematics the school is above the national average, but it does not do as well in science and the results are only in line with the national average. This is because although the majority of pupils reach Level 4, fewer pupils reach the higher level compared with other schools. Results in English and mathematics have been consistent over the last three years, and pupils achieve well, but the results in science have fluctuated since the last inspection, and pupils do not consistently make good progress. The attainment levels achieved by pupils at the end of both key stages this year are predicted by the school to meet the targets set, and show overall that the majority of pupils will attain the expected levels or above. However, the results of Year 6 will not be as high as they were last year, and work seen on the inspection confirms this. This is because this particular group of pupils are not as high attaining as groups in previous years and is evident in their prior attainment. Their results when they were Year 2 pupils reflect this and showed as a dip in the schools' performance in 1998.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils enjoy school and are very eager to learn and take part in activities. They value their school and are proud of their achievements.
Behaviour, in and out of classrooms	This is very good, and has a very positive impact on pupils' learning and their relationships with one another. Pupils are aware they represent the school and they are proud to be part of it.
Personal development and relationships	Pupils' levels of personal development are very good and their relationships are excellent. They show care and consideration for others, especially between pupils of different ages.
Attendance	This is good, and is currently above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

In most lessons the quality of teaching and learning was good and in some it was very good or excellent. Literacy and numeracy are taught at a particularly high standard in the reception and Year 1 class, and in the Year 3 /4 class. In these classes the planning is very detailed, showing the learning needs of pupils of different abilities, and there are very good links made with other areas of the curriculum. Due to this pupils were enthusiastic, with the younger pupils concentrating for long periods of time and working well individually or in small groups. In the better lessons less use was made of work sheets, with higher expectations from teachers for pupils to develop writing skills. There are inconsistencies between teachers in the quality of their planning, their marking of pupils' work, and expectations for writing and presentation, with them being lower in Classes 2 and 4. The size of Year 5/6 classroom for the current number of pupils prevents many practical activities taking place and therefore restricts learning, especially for investigation work in science, and in art and design.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good overall. It is broad and balanced, with an appropriate emphasis on developing literacy and numeracy skills. The curriculum meets the needs of all pupils. However, the range of activities that can be planned and taught in practical and creative subjects to pupils in Years 5 and 6 is limited by the size of the classroom and the hall.
Provision for pupils with special educational needs	This is good. Teachers are aware of the needs of pupils and the majority of them plan activities and tasks that match their differing abilities. All pupils are fully included in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall this is very good. Spiritual, moral and social development is of high priority within the curriculum and within the day-to-day life of the school. As a result pupils behave very well, become socially mature, and develop a good sense of citizenship.
How well the school cares for its pupils	The procedures and the action that the school takes ensure that the protection, safety and well-being of pupils are very good, and that pupils feel safe and secure.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher has a very clear vision of how the school should improve and move forward. There is very good support from the deputy headteacher, who also sets high standards for teaching in the classroom. There is a determination and a high commitment from the management to raise standards and provide a high quality education. However, the teamwork in the school is being undermined by the views of some parents and staff who do not feel that the school is being managed to their liking.
How well the governors fulfil their responsibilities	This is good. They monitor the progress of developments and improvements in relation to the standards, and ensure that they know how the school is progressing on a day-to-day basis. However, the divide that exists between the majority of governors and a few of its members sometimes undermines their effectiveness as a supportive group.
The school's evaluation of its performance	The school is very good at evaluating its own performance. Action is taken based on the information that is gathered from monitoring the standards and the quality of teaching. The priorities for school development and improvement are very good. They appropriately centre on raising standards and improving quality of the teaching and learning.
The strategic use of resources	Through very good management, the school has used its funding very well to improve and develop the quality of its provision and buildings. In order to establish a healthy budget the school has been very prudent in its spending. All available funds have been carefully spent on quality resources, but sometimes the funds available do not allow the school to buy sufficient resources for whole class groups. Educational and financial decisions are carefully considered to help the school decide

	whether it is providing the best value.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases <u>the majority of</u> parents most	What <u>a few</u> parents would like to see improved
<ul style="list-style-type: none"><li>• That their children like coming to school.</li><li>• That the behaviour in the school is good.</li><li>• That the quality of teaching is good.</li><li>• That the school expects pupils to work hard and achieve their best.</li><li>• That the school helps their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The leadership and management so that the school is managed to their liking, and so that they feel more confident that their views would be taken into consideration.</li><li>• Smaller class groupings in Years 5 and 6.</li><li>• The provision of homework.</li><li>• The amount of activities after school.</li></ul>

Of the total number of parent questionnaires sent out just over half were returned. Within those, the negative responses concerning leadership and management were linked to 19 families out of a total of 85. A few returns contained long letters of condemnation of the school, but were not backed up by the majority of parents. The inspection team agrees with the positive comments of the parents, and that the class for Years 5 and 6 is too large, but disagrees with the negative comments, which are undermining relationships in the school and in some situations breaking confidentiality.

## **PART B: COMMENTARY**

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

**Pupils have very good attitudes to school, are very well behaved and have very positive relationships with other pupils and adults. This is due to the emphasis that is placed on personal development.**

1. The pupils have very good attitudes to school and to learning. They enjoy school, are very eager to learn and take part in activities. They speak enthusiastically about coming to school and valuing what their school offers them. They are proud of their achievements and to represent the school in the community. These attitudes are reflected in the good attendance figures of the school, and are due to the emphasis the school puts on social development, and the importance of learning. This is also supported by the school's emphasis on pupils being aware of their targets, the learning objectives of the lessons and how well they have achieved. For example in a lesson for pupils in Years 3 and 4 on the structure of argument and debate, the teacher provided many opportunities for pupils to evaluate their own work and the work of others. Pupils were confident to explain to others the reasons behind their arguments and to explain the sentence structure. Pupils become increasingly more aware of their own development, and this has a very positive impact on self-esteem and attitudes to school.

2. Pupils behave very well at all times. They are polite and considerate towards others, and this is an area for which the parents particularly commend the school. This very good behaviour contributes to the orderliness of the school, both in lessons and leisure times. The behaviour of the youngest pupils in the school is excellent in lessons, and they show that they understand the routines of the school well, and have developed into confident speakers. For example, they are eager to show their work to visitors and politely ask if they can read their work to them. All staff expect high standards of behaviour, both in and out of school, with politeness, respect for other people, and a valuing of each others efforts. In order to achieve this, the teachers listen to pupils and respond to their ideas and concerns. There is an emphasis throughout the school and through assemblies on the development of moral awareness, and how actions impact on other people and relationships. As a result the relationships between pupils, and between pupils and staff, are very good and ensure that pupils become confident and enthusiastic learners. For example, in Class 2, during a literacy lesson when pupils worked in groups they offered support and encouragement to one another. Pupils are encouraged, and have developed the confidence to become independent learners. For example, by using information and communication technology to collate their own achievements in the subject and save it in personal folders on the computer, research and retrieve information, and produce displays of their work.

**The very good leadership and management provided by the headteacher and the deputy headteacher has focused on the raising of standards through school self-evaluation, and tracking and monitoring the progress of pupils.**

3. Since the last inspection in 1997, there have been changes to the senior managers of the school, with the appointment of a new headteacher and deputy headteacher. Since they have been appointed many changes and improvements have been made to the quality of the educational provision and the standards achieved by the school. Although the school was judged to be a good school, mainly due to the standards that pupils achieved, many areas of the school's work were only satisfactory. For example, the school needed to provide better schemes of work for all subjects, to improve the assessment of pupils' progress and to make its school development plan more effective. Improvements were also needed to areas

concerning accommodation, availability of classroom support for the youngest pupils, and the formal monitoring of the curriculum and teaching so that good practice and consistency could be achieved.

4. In order to resolve these issues and introduce national initiatives, such as the introduction of the literacy and numeracy strategy, the management has carried out a systematic evaluation of the school's strengths and weaknesses. The appointment of an experienced deputy headteacher has brought to the school additional expertise, which complemented the skills and knowledge of the headteacher. Evaluation and monitoring identified the main areas for improvement, including those related to higher standards. As a result the standards in English and mathematics have continued to rise and the targets set for the school have been met. An exception to this has been in the pupils' achievement in writing at the end of Year 2 where the school's results are not as high as they should be. The management of the school has identified this as an area for improvement.

5. The vision that the senior managers have for a highly effective school is good, but is not fully achievable due to these differences of opinion between some teachers and support staff with managers. This has resulted in improvements not being implemented uniformly across the school, and can be seen in the inconsistencies between the quality of teachers' work, and the lack of team work in the school. Due to the undaunted determination of the senior managers and some members of the Governing Body, good improvements have been made to areas of the school's provision, especially the link between financial planning and the school development plan, the implementation of schemes of work, assessment, and the tracking of individual pupils' progress. In addition, the senior managers have focused on developing good teaching in literacy and numeracy, and have improved the provision for information and communication technology very well.

6. Co-ordination of subjects has improved since the last inspection. However, because one of the teachers this year is a temporary supply teacher, the headteacher has added to the number of subjects which she co-ordinates. This, in conjunction with her teaching responsibilities and her role as headteacher, is a heavy workload. It is carried out under difficult circumstances, in the face of opposition and with constant criticism from some staff and parents. This constantly undermines the very good vision and plans that the managers, including the Governing Body, have for the school in order for it to achieve its aims and values.

**There is overall good teaching, and in some classes it is very good.**

7. The quality of teaching and learning in the seven lessons seen during the week of the inspection were overall good, and in three of these it was very good or excellent. This is an improvement on the quality of teaching at the time of the last inspection. It is particularly good in literacy and numeracy, and the evidence in Class 3 shows that it is also good in information and communication technology in that particular class. An accurate comparison judgment cannot be made concerning the teaching and learning of other subjects as too few lessons were observed.

8. In the lessons where there is very good or excellent teaching, for example, in literacy in Classes 1 and 3, the planning was very detailed and provided information on the different activities which pupils of differing attainment levels would complete. This quality of planning ensured that work was sufficiently challenging for higher attaining pupils, met the needs of lower attaining pupils, and provided sufficient information for any teacher to take the class. In addition, these lessons contained a variety of activities, which lasted long enough for pupils to remain enthusiastic and concentrate well. For example, in the lessons in Classes 1 and 3, the session began with clear explanations by the teacher so that pupils understood what was

required of them and how the lesson would proceed. In Class 1, this was followed by group sessions concentrating on phonics or word recognition, whole class reading, and then developing writing skills through the on-going work on making their own book. The activities planned were all meaningful as they were connected to a recent visit that the pupils had made, and throughout the lesson there were continual references made to the information gained, and the memories, pupils had of the visit. Learning was linked very well to other subjects, such as, history or personal development, by talking about the local castles and sites of interest, or who pupils met on their visit and what jobs they did. The activities were led by the teacher and the classroom assistant, who both had very good relationships with the pupils, and ensured that the work was taught with humour and fun. As a result pupils were attentive, eager to take part and to show their finished writing to visitors. Older pupils are confident enough to ask for clarification when they are unsure and in this way take charge of their own learning.

9. Teachers have a high level of expertise in teaching literacy and numeracy, and this makes a considerable impact on the levels attained by the pupils in the end of Year 2 and Year 6 tests. The exception to this is in writing in Year 2 where the standards of the school are lower, than in reading and mathematics, due to lower expectations by the teacher. Most teachers use an end of lesson session to assess pupils' understanding and knowledge. In the best lessons teachers use questioning very effectively to ascertain how much pupils have learnt during the lesson. Some teachers do not rush this important session, and in the class of youngest pupils, a puppet is used to set questions for pupils answer, and for them to judge whether the answers are correct or not. This has a very positive impact on learning and the personal development of pupils, as they are enthralled, pay attention to the questions, and give the puppet awards for good work, thus reinforcing the school's positive approach to achievement.

## **WHAT COULD BE IMPROVED**

**Negative relationships exist between a minority of parents and some staff with the management and the governors of the school. This is because they feel the school is not being managed to their liking.**

10. In the main, the majority of parents like the school, feel that it provides a good standard of education, and are happy with the quality of the provision. The majority recognise that as a small school it comes with positive and negative aspects to its provision. The majority accepts the weaknesses in the accommodation because standards, behaviour and teaching are all good and pupils' personal development is very good. Many parents recognise the difficulties that the school has in organising the class groups by years and in the small classrooms, and in the main accept it, although they do feel that there are currently too many pupils in the demountable classroom. Following the last inspection, the parents and the local community raised a total of £10,000 in less than a year to cover some of the cost of the building expenses, and as a result of this very good support the school has improved facilities. The shortage of space arises from the popularity of the school, both with parents who move to the area and the many who send their children to it, rather than sending them to schools in Ludlow.

11. Of the 85 families who send their children to the school, there are 19 families who indicated on the parental questionnaires that they do not approve of the way the school is being managed. Some of these parents also attended the parents meeting, and their negative comments dominated the meeting but were not wholly supported by all who attended it. Some of these parents organised a meeting in the summer term of 2001, where positive and negative views of the school were aired. This meeting was fuelled by the resignation of two teachers who had been connected with the school for a long time. Some of the parents who

are negative about the leadership and management are also connected to the school through employment, such as, teaching assistants, administration staff, or as governors. While they think the school is a good school with high standards, their grievances stem from dissatisfaction with the changes that have been introduced by the new management team, and the fact that it cannot be organised to their liking.

12. The fact many parents work in the school or are connected with it, means that they are privy to confidential matters and organisational details before they are released to the parents. In some instances parents are aware of staff reactions to situations before the management are aware of it. For example, the inspection team were informed by parents about the pending resignation of a teacher before it had been formally put in writing to the Governing Body or communicated to the headteacher. This information was given to parents who do not work in the school by personnel from the school, and had the effect of undermining leadership and management. These actions break confidentiality, lead to poor relationships within the school, and sometimes within the Governing Body.

13. The situation that exists in the school is not new and has been developing over a number of years. The Local Education Authority has been aware of the disharmony that exists but there is no evidence of formal complaints from parents or of any disciplinary action against staff. This situation has had the greatest impact on the rate of improvement in the school, and because of the inability of some staff to help the school to move forward and accept change, the inconsistencies across the school occur and there is an unequal balance of responsibilities between staff. In addition it has caused deterioration in the ethos within the school. Although there is a positive ethos by the staff for pupils' achievements and learning, the ethos based on positive relationships and harmony in the school as a community, is not evident. This is a significant weakness which is not reflecting the Christian aims and values of the school.

**There is insufficient space available for teaching pupils in Years 5 and 6 and for the teaching of physical education.**

14. Since the last inspection, the size of the school building has been enlarged considerably. This was the result of the Governing Body, in conjunction with the Local Education Authority and the Diocesan Education Board, responding well to the key issue concerning the lack of space for the teaching of younger pupils. Following the observations made concerning the size of classrooms, new buildings have just been completed and the youngest children in the school now have a new enlarged classroom. This meets their needs well as it provides enough space for all pupils to be taught and for activities that need floor space to take place. This enlarged space helps considerably when teachers are planning group activities or practical sessions, such as art and design.

15. The building program also involved an increase in the amount of space available for teaching pupils in Classes 2 and 3, and a new reception and office space. The new reception area provides a focal point for visitors to the school as well as providing increased security. The enlargement of the classrooms has provided additional space for pupils but because two, and sometimes three year groups have to be taught together, the amount of space available for pupils to learn in is still cramped. This has a restrictive effect on the range and type of activities which teachers can plan, and in some situations the corridor outside the classroom has to be used as a space in which pupils work, especially for art and design, or design and technology.

16. Since the last inspection the number of pupils in the school has increased by 21, and the numbers in most year groups are over the admission number. This especially affects Years 3 to 6, and is the result of the past management admitting to the school more pupils

than it had space for or should admit. In Years 5 and 6 the number of pupils total 39, and they are taught in a single demountable classroom. The management of this situation for the majority of this year has been good, as the younger pupils in Year 5 have been taught with Years 3 and 4. This enabled the pupils in years 5 and 6 to have more space to work and to have the opportunity for more attention and support. However, for two terms the number of pupils in the class for pupils in Years 3 and 4 increased and caused a shortage of space in this class. The practice of admitting more pupils than the place number has stopped. The exception to this is when parents take their applications to an Appeal's Panel and the school is instructed to give pupils a place, even though they are over the admission number of that particular year group. This causes the school considerable problems in organisation and understanding by parents.

17. The classroom for pupils in Years 5 and 6 is too small and is affecting the quality and the range of the curriculum that can be planned and taught. It does not have enough space for pupils to carry out investigative activities, and this restricts their achievements, especially in science where the results at the end of Year 6 are not as high as in the other subjects. There is insufficient room for the teaching of art and design, and design and technology, especially for pupils to work on large three-dimensional projects, or for projects or models to be left out and worked on over a number of weeks. The space available for pupils to use information and communication technology for supporting their learning, such as research, is also severely restricted due to the lack of space. There is only sufficient space for four pupils at any one time to use the computers, and in addition, the only storage space available for library books is in plastic boxes. As a result, pupils do not have enough opportunities to use research facilities as would be expected for pupils of a similar age. The restrictions that the classroom, and the number of pupils in it, put on learning, places pupils at a disadvantage when they transfer to secondary education, where they will be expected to have a reasonable level of competence in independent learning, creativity and problem solving.

18. Part of the last inspection report made reference to the small size of the school's hall for the teaching of physical education, especially for older pupils. Although, improvements have been made to the rest of the school with the support of fund raising, this has not extended to improving the hall. As a result this key issue is still outstanding from the last inspection. The hall remains too small for physical education, and for any activities that involve the increased number of pupils, especially when parents and visitors are invited.

**There are inconsistencies in teachers' planning, the marking of pupils' work, their expectations for writing and presentation, and in the content of pupils' end of year reports.**

19. Examination of teachers' records and planning, and analysis of pupils' work in different classes, reveals there are differences in the quality, content and expectations. This was identified at the time of the last inspection, and became part of the key issues concerning teachers working more closely together. The main reason that there has been little improvement is due to differences of opinion between some staff and the management on the standards expected. The management have monitored the quality of the work between classes, and are well aware of the differences, but some teachers have been reluctant to implement changes.

20. When comparing teachers' planning of lessons, there are differences in the detail and information recorded. In the better examples in Class 1 and Class 3, the planning is sufficiently detailed to provide any teacher taking a lesson with information on the learning objectives and outcomes, and the different learning activities for pupils of differing abilities. This ensures that the lessons are focused and challenging, and that pupils are learning and achieving at the right level. However, in other classes there are fewer details in the planning,

and in some examples, such as an art lesson in Class 4, the planning only recorded the activity and the resources needed. The lack of information on the learning outcomes means that there is no basis for assessment of pupils' knowledge, understanding or skills, and therefore no basis for judging progress. Differences also exist in the details and information on how support assistants will be used to support learning. The result of this can be seen in lessons, where assistants are given directions as the lesson proceeds they are unsure of their specific role in the lesson.

21. Inconsistencies also exist in the quality of marking of pupils' work. In the best examples in Classes 1 and 3, the marking consists of short evaluations of the quality of the work and how improvements could be made. This provides pupils with support and guidance, but also contains praise, which raises pupils' self esteem. The style of handwriting is easy for pupils to read so that all pupils can understand what is written. In the poorer examples in Classes 2 and 4, the work is marked with a single tick at the bottom of the page. For example, in mathematics, individual answers are not marked, and therefore, teachers do not evaluate how well pupils are achieving and in which areas they need more help. In Class 2, the comments at the bottom of the page are written in an adult style of handwriting, and for pupils of this age are difficult to read. In Class 4, there are very few comments for pupils to use as information to improve their work, and many of the revision work sheets that pupils have completed are not marked.

22. There are inconsistencies in the quality of the pupils' end of year reports. The school has not yet adopted a format whereby the reports are word-processed but are produced in a hand written format. As the style and size of teachers' writing varies, the amount that fits into the relevant space in the report therefore varies. The result of this is that parents' of pupils in different classes receive different amounts of information. In addition the content of the comments also vary across the school. In the best examples in Class 3, the comments are detailed and describe what pupils know, understand and can do, and the gains they have made during the year. In the less than satisfactory examples in Class 2, many of the comments only refer to what pupils have covered and not the progress they have made. This does not provide parents with appropriate information, or provide the teacher in the next class with information on which to base planning.

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

23. The Local Education Authority in conjunction with the Diocesan Education Board need to:

- (1) Conduct an investigation into the negative attitudes that exist between some parents and staff with the management and governors of the school, and present the findings to parents.  
(Paragraphs: 10,11,12,13.)

The Governing Body and the Headteacher need to:

- (2) Continue to pursue different options, and available funding, so that the accommodation can be increased for pupils at Keys Stage 2, and for the enlargement of the hall.  
(Paragraphs:14,15,16,17,18.)
- (3) Improve the consistency of teachers' planning, the marking of pupils' work, their expectations for writing and presentation, and the content of pupils' end of year reports.  
(Paragraphs: 19, 20, 21,22.)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	7
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	3	1	0	0	0
Percentage	15	28	42	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 14 points.

### 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)		121
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		17

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	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	11	12	12
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	National	84 (83)	86 (84)	100 (100)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	12	12	12
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	100 (100)	96 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	11	10	12
	Total	15	14	17
Percentage of pupils at NC level 4 or above	School	88 (94)	82 (88)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	11	12	12
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	88 (94)	94 (94)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	119
Any other minority ethnic group	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	26.8
Average class size	29.5

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

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

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

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

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

### ***Financial information***

Financial year	2002
	£
Total income	244380
Total expenditure	243250
Expenditure per pupil	2061
Balance brought forward from previous year	3000
Balance carried forward to next year	3637

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	118
Number of questionnaires returned	69

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	51	39	6	0	1
Behaviour in the school is good.	62	35	0	1	0
My child gets the right amount of work to do at home.	32	48	13	3	3
The teaching is good.	71	25	3	1	0
I am kept well informed about how my child is getting on.	55	33	6	3	1
I would feel comfortable about approaching the school with questions or a problem.	62	23	12	3	0
The school expects my child to work hard and achieve his or her best.	59	30	3	1	4
The school works closely with parents.	42	33	13	10	1
The school is well led and managed.	29	32	23	14	1
The school is helping my child become mature and responsible.	57	38	0	1	1
The school provides an interesting range of activities outside lessons.	42	33	13	10	1

### Other issues raised by parents

The parents who responded negatively to the questionnaire also voiced their feelings at the parents' meeting.

They felt that :

- The leadership and management of the school was causing the school to go into a decline and that a teacher had left last year because she was undervalued.
- That the school had not attempted to get a permanent teacher for this class.
- They did not receive enough information in the form of newsletters.
- They did not know what progress their children were making.
- They were not consulted on changes to the school organisation.

- That they could not come into school and talk to staff.
- That extra curricular activities only involved sport.
- That there were too many pupils in Class 4.