

INSPECTION REPORT

**Raughton Head Church of England
Primary School**

Raughton Head, Carlisle

LEA area: Cumbria

Unique reference number: 112257

Headteacher: Mrs A. A. Carrie

Reporting inspector: Mr R. W. Burgess
20950

Dates of inspection: 5th – 6th December 2001

Inspection number: 234086

Full 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 – 11
Gender of pupils:	Mixed
School address:	Raughton Head Carlisle Cumbria
Postcode:	CA5 7DD
Telephone number:	016974 76291
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Preston
Date of previous inspection:	10 th June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Raughton Head Church of England Voluntary Controlled Primary School is situated to the south of Carlisle. Pupils come from the immediate and the surrounding area with a significant number of pupils from beyond the school's official catchment area. The pupils come from a range of social backgrounds. There are no pupils with English as an additional language. Children's attainment on entry to the school is generally below levels expected for children of their age. There is a wide range of attainment and sometimes, significant variation from year to year. Children start school at the beginning of the school year after their fourth birthday. The number of children in the school has increased from 26 to 47 since the last inspection, aged from four to 11 years. The school has recognised seven pupils as having special educational needs, which is below the average for a school of this size and type, none of whom have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

Overall this is a good school. The quality of teaching is very good at Key Stage 2. The majority of pupils achieve good standards by the end of Year 6. The quality of teaching at Key Stage 1 is satisfactory overall. There are weaknesses resulting in some lessons being unsatisfactory. In consequence, pupils at Key Stage 1 make satisfactory progress overall in their learning. Standards for pupils aged 7 are satisfactory in English and mathematics. The headteacher and governing body have a good understanding of the school and share a commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets to successfully raise standards. The school provides satisfactory value for money.

What the school does well

- ◆ Quality of teaching and learning at Key Stage 2.
- ◆ Standards achieved by pupils by the end of Year 6.
- ◆ The very good work and support for the school from the governing body.
- ◆ The rich curriculum, particularly at Key Stage 2.
- ◆ The use of information and communication technology across the curriculum.

What could be improved

- ◆ Quality of teaching and learning in the Foundation Stage and at Key Stage 1
- ◆ Provision for children in the Foundation Stage.
- ◆ Information to parents.
- ◆ The range and quality of reading books.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory improvement since the previous inspection in June 1996. The school received a school achievement award for its results in 2000 national tests. The headteacher and governing body identified the need to improve teaching and learning for children in the Foundation Stage and pupils at Key Stage 1. They have implemented a range of strategies including additional training and monitoring. They recognise this has not resulted

in the desired improvement and continue to seek ways of providing effective support and development. The school has been instrumental in developing links with other small schools to ensure high quality provision for information and communication technology. There have been improvements to the accommodation, including an additional teaching space and indoor toilets. The school has been successful in attracting pupils from outside its catchment area. The school has set targets for standards that have been well met as reflected in the School Achievement Award for results in 1999/2000. There are good management strategies and a shared sense of determination which will help the school to move forward and continue to succeed.

STANDARDS

As the number of pupils being assessed at the end of Key Stage 2 was less than 10, the information on the school's results is not included. The number in each year group varies, also the number of pupils with special educational needs. This has a significant impact when comparing performance both nationally and with similar schools. The performance in recent years reflects the school's commitment to high standards with most pupils attaining the levels expected nationally for pupils aged 7 and above the levels expected for pupils aged 11. This is a positive indication of the school's success in ensuring all pupils attain their potential.

Levels of attainment upon admission to the school are below average. By the end of the Reception year standards are satisfactory for most children. There are a significant number of children who do not achieve the early learning goals in communication, language and literacy. From evidence gathered during the inspection the current Year 2 pupils do not always achieve as well as they might and standards are generally satisfactory in reading, writing, speaking and listening and mathematics. Standards of achievement for the majority of pupils were very good and above national expectations for pupils in Year 6. In English, mathematics, science and information and communication technology standards are above national expectations by the end of Year 6. Standards in religious education are satisfactory and meet the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good overall. They are very good at Key Stage 2. Satisfactory overall at Key Stage 1 and in the Foundation Stage but unsatisfactory in some lessons.
Behaviour, in and out of classrooms	Good overall. Whilst the behaviour of most pupils, particularly at Key Stage 2, is very good, there are instances of inappropriate behaviour by a minority of pupils, particularly in Key Stage 1.
Personal development and relationships	Pupils' personal development is good overall. Pupils in Key Stage 2 have very good relationships and readily show their appreciation of each other's efforts. Pupils in Key Stage 1 and children in the Foundation Stage have yet to acquire sufficient self-discipline.
Attendance	Good. The attendance of pupils was affected by restrictions on movement imposed as a result of the Foot and Mouth outbreak.

Pupils' attitudes, behaviour and personal development are directly affected by the quality of teaching. The behaviour of a significant minority of pupils has a detrimental effect on learning in the Foundation Stage and Key Stage 1 class. At Key Stage 2 a strong emphasis is placed on the personal development of individual pupils. Pupils show respect for each other and for adults. There are very good opportunities for pupils to develop independence and show initiative. Pupils take responsibility for their learning. Pupils listen attentively and respond very well in lessons.

TEACHING AND LEARNING

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

The quality of teaching at Key Stage 2 is a strength of the school. It was very good or better in all lessons seen at Key Stage 2. Teaching was very good in English and mathematics lessons for Key Stage 2 pupils, where they were grouped by ability and set challenging work reflecting the teacher's high expectations. The basic skills of literacy and numeracy are taught very well at Key Stage 2 and satisfactorily overall at Key Stage 1. The quality of teaching for children in the Foundation Stage was satisfactory overall. In sessions taken by the support assistant it was mostly good. At other times it varied between satisfactory and unsatisfactory reflecting insufficient provision for their learning needs at these times. At Key Stage 1 teaching was satisfactory overall. When teaching was unsatisfactory it was due to a combination of weak management of the lesson and tasks which were not appropriate for the pupils' learning needs. At Key Stage 2 pupils display an eagerness to learn, they work hard and achieve well. At Key Stage 1 the lack of clarity and consistency in expectations of pupils' behaviour has a detrimental impact on their learning as some pupils become distracted and disturb other pupils in the class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good and well organised for pupils at Key Stage 2. It includes a wide range of experiences which are stimulating and interesting for the pupils. At Key Stage 1 it is satisfactory. The curriculum for children in the Foundation Stage is unsatisfactory. It does not fully reflect all the areas of learning.
Provision for pupils with special educational needs	There is a satisfactory level of support. The provision does not always ensure the early identification of pupils' special educational needs whether it be of a talented and higher attaining pupil or one with learning difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Pupils are given good opportunities to develop and express their feelings, particularly in the development of moral and social values at Key Stage 2. They are given very good opportunities to experience a range of different cultures. Lack of clarity and consistency in teachers' expectations has a detrimental impact at Key Stage 1.

How well the school cares for its pupils	There are satisfactory procedures for the care and protection of pupils. Procedures for monitoring pupils' academic progress are good.
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The school provides a very good range of activities outside of lessons. These include visits to the theatre, museums and various National Trust properties in addition to other activities, including recorder club and sports tournaments with other schools. In addition an independent after school club operates with the support of the school. There are strong links with parents, whose involvement in school life and with homework has a positive effect on their children's education and progress. Regular information is sent to parents on school events. Annual reports on pupils' progress provide very good information to parents on how their children are doing in all subjects at Key Stage 2. Reports for children in the Foundation Stage do not make appropriate reference to the different areas of learning. Parents receive insufficient regular information about the work and progress of their children in the Foundation Stage and at Key Stage 1.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good leadership. She has limited time to undertake the duties of headship. The headteacher has played a key part in sharing her vision for change with staff and governors. The school is successful in putting its aims and values into practice.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive and take an active part in monitoring and evaluating the work of the school. They show a very good commitment to supporting the school and new developments.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is good and used well to develop targets and inform teaching and learning.
The strategic use of resources	The school uses its resources well to support initiatives and areas of development. For example, the provision of an additional teaching space and employment of additional support assistants as the pupil numbers increased.

Leadership provides clear direction for the school and promotes collaboration and high standards. The governing body provides active support in the management of the school. The headteacher and governors have identified areas for school improvement, including the quality of teaching and learning for the younger pupils. They have made an effective contribution towards improving the school. Financial resources are managed prudently and the school is applying the principles of best value, for example, through the arrangements for swimming transport with a local firm.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The standards their children achieve by the age of 11. ◆ Their children like school. ◆ The leadership of the school. ◆ Parents can approach the school with questions or problems. ◆ The expectations the school has of pupils. ◆ The wide range of learning experiences provided. ◆ The quality of teaching for older pupils. ◆ The family atmosphere within the school. 	<ul style="list-style-type: none"> ◆ Provision for children in the Foundation Stage. ◆ Information on their children's progress, particularly at Key Stage 1. ◆ Behaviour of younger pupils. ◆ Information for new parents. ◆ Early identification and provision for pupils with special educational needs.

Evidence gained from the meeting with parents before the inspection, questionnaires completed by parents and further discussions with parents during the inspection indicated a difference in parental experience and views between the older and younger pupils in the school. These views are supported by the judgements of the inspectors. Some parents indicated on the questionnaire that they are dissatisfied with the range of activities outside of lessons. The judgement of the inspectors is that there is a very good range of activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Quality of teaching and learning at Key Stage 2

1. The high quality of teaching at Key Stage 2 makes a positive contribution to the standards attained and the quality of education provided. Teachers' planning identifies very good learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. Very good use is made of support staff. For example, pupils in Years 3 and 4 enthusiastically responded to a literacy session to develop their understanding of phonics, which made good use of the support assistants knowledge and understanding of how pupils learn.
2. The very good quality of teaching and the teachers' high expectations promote effective learning. Pupils are very interested in their work and make good use of the time that they have in lessons. They persevere with their work, even when it is challenging and difficult. Their desire to learn encourages them to ask questions about the tasks that they are engaged in and this further extends their understanding. Homework is regularly used to support the teaching and learning which takes place in school. Tasks are set which are related to the lessons that have been taught. Parents are involved in supporting their children's work. They help to sustain the very good pace of learning by helping their children to learn spellings and multiplication tables, or assisting with research work.
3. There are very good examples of appropriate and effective teaching which use resources and accommodation well and results in challenging work and the pupils making good progress. More is demanded of pupils and expectations are raised. As they continue to consolidate and practise the basic skills of literacy, the pace of their work increases. Tasks that are suitably matched to pupils' prior learning engage their attention. For example, work in literacy and numeracy is planned well and the objectives for each group are shared each day enabling pupils to develop a very good understanding of what they are doing and how well they are achieving.
4. Verbal praise by teachers gives pupils' work added impetus and sustains pupils' concentration. There is very good use of questioning to help pupils develop and refine their work. Teachers stress the need for pupils to observe closely, for example, in design and technology when pupils designed and made their own boxes following a visit to a workshop held at the Tullie House Museum in Carlisle.
5. Teaching is particularly effective in lessons where the teacher motivated and enthused pupils. Teacher's expectations are high and there is good use of resources. In all lessons at Key Stage 2, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high. Pupils' work is marked regularly and comments are used to provide challenge and to encourage pupils.

Standards achieved by pupils by the end of Year 6

6. The school has consistently achieved high results in the National Curriculum tests at the end of Key Stage 2. This was recognised with the award of a School Achievement award for results in 1999/2000. In 2001 the results in English, mathematics and science were well above the national average and the average for similar schools. The available information on teacher assessments at the same time confirms this picture of high attainment.

7. National performance data adds to this picture over a longer period and shows that this pattern of high attainment is similarly reflected when considering the results at the end of Key Stage 2 from 1996. Although cohorts vary from year to year, the consistently high test results achieved at the end of Year 6 when compared with baseline assessments when children start school and National Curriculum assessments at the end of Key Stage 1 reflect well on the teaching at Key Stage 2.

8. Pupils make very good improvements in their reading, writing and mathematics skills throughout Key Stage 2. Trends over time indicate that pupil attainment progresses from being broadly in line with national averages at the start of Year 3 to above national averages at the end of Year 6. Pupils' work contains well thought out ideas and they begin to use words for effect in their writing. Pupils use a range of conjunctions and adjectives to improve the quality of their work and retain the interest of the reader. They are eager to discuss their work with the adults working in the classroom. Pupils respond well to questions that encourage them to think of a range of alternatives within their work. They use their skills well, for example, when writing about their visit to a performance of the Wizard of Oz. Reading skills are very effectively developed and pupils demonstrate good comprehension skills in their reading. They extract information from passages for use in their work in other areas of the curriculum. Pupils make good use of their knowledge and skills to assist their work in other curriculum subjects, such as, in the research that is done for homework.

9. In mathematics, pupils enjoy the challenges of mental arithmetic and their response is very good. During their lessons they work hard to meet the teachers' high expectations. Teachers issue clear instructions and pupils remain interested and industrious, talking to one another about the work that they are doing. Pupils readily articulate their thinking during group sessions, explaining how they have solved problems. They make good gains in understanding and completing work that is well matched to their prior learning. This is confirmed in the final part of numeracy sessions, when teachers' questioning is effectively used to establish how much progress has been made in each lesson. Pupils complete well presented work that shows a secure understanding of all the required aspects of mathematics.

The very good work and support for the school from the governing body

10. The school benefits from the high level of commitment of the governors. Governors know their school well and greatly value the advantages of their small community. The governing body is very supportive of the school and committed to the continued development of the school. Governors have a very good understanding of the school's strengths and the areas it needs to develop. They are well informed in terms of the school's position and educational direction.

11. The governing body has developed its involvement in the management of the school. The chair of governors is very supportive; she works closely with the headteacher and makes a very positive contribution to the life of the school. The governors have a very good relationship

with the headteacher and staff of the school. There is regular and productive communication between all concerned. Governors are kept well informed about

policies, practices and procedures. Through visiting, observing and working alongside pupils, they gain a good understanding of the school's strengths and what improvements are needed.

12. Members of the governing body value their involvement in the school's development. Together with the headteacher, they have established clear intentions for school improvement and have put in place procedures that enable them to fulfil their responsibilities for strategic planning. The governors take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making.

13. Educational developments are supported through careful financial planning. The budget reflects the objectives identified in the school improvement plan. Governors and the headteacher make best use of the funds available and ensure that supplies and services offer good value. The governors monitor the effectiveness of financial decisions. The governing body receives regular financial reports from the school and uses the information effectively to review spending plans and when possible to improve the level of resources.

The rich curriculum, particularly at Key Stage 2

14. At Key Stage 2 the teacher provides a wide range of stimulating activities designed to make learning interesting and to fire the pupils' imaginations. The quality of display is high and work contains useful and interesting information which pupils enjoy reading together with interesting and informative displays of the pupils' work. Pupils have the opportunity to write on a wide range of interesting subjects and to express their thoughts and feelings. The approach used to study different styles of writing in literacy sessions provided the pupils with very valuable opportunities to look at writing from different viewpoints. For example, in writing biographies and in writing their own storybooks.

15. The curriculum ensures good provision for the development of creative arts. There are many places of interest within reach of the school and visits to these places form an important part of the curriculum. Pupils have recently visited the Theatre on the Lake at Keswick, Tullie House Museum in Carlisle and Acorn Bank, a National Trust property. They have taken part in a stimulating role-play exercise during an Elizabethan day. The parents are appreciative of the links established with other small schools, which enable pupils to participate in a range of sporting activities. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education and this is making a significant contribution to pupils' personal development.

The use of information and communication technology across the curriculum

16. There is very good provision for the development of information and communication technology skills throughout the curriculum. Pupils' learning is good and they are making good progress as there is regular access and use in several areas of the curriculum, including English, mathematics, science, art and design, history, geography and design and technology. The improved accessibility of computers provides all pupils with opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a good impact upon standards. Pupils use the computer to research topics they are studying, for

example, in history about the Romans and Vikings. All pupils receive regular opportunities to develop their skills and are well supported.

17. Since the last inspection teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology. Generally, teachers have good subject knowledge. They develop literacy and numeracy skills effectively as they provide opportunities for pupils to use the computers in other subjects. For example, in Key Stage 1 pupils are encouraged to use the computer to develop their number and spelling skills. At Key Stage 2 pupils are adept at drafting stories using a word processing program. Teachers assess pupils' achievement through day-to-day observation or by careful questioning and maintain records of pupils' attainment.

18. The school benefits from the skills of a specialist teacher as part of its involvement in an initiative with other small schools. The specialist teacher has a high level of expertise in the subject and gives very good advice and support to class teachers. Teacher confidence is being raised by effective training and money has been targeted for continuing to improve the quality and number of computers and the range of appropriate programs. The school is grateful for the efforts of parents and the community in helping to provide equipment. The planned developments will further enhance pupils' access to the programmes of study using a wide range of software to support learning across all areas of the curriculum.

WHAT COULD BE IMPROVED

Quality of teaching and learning in the Foundation Stage and at Key Stage 1

19. In the lessons seen in the Foundation Stage and at Key Stage 1, the quality of teaching was satisfactory overall. The quality of teaching has a direct impact on the quality of learning. Where teaching is effective, work builds upon pupils' previous learning and develops knowledge in a systematic way. Where the teaching is less effective it is not well matched to pupils' learning needs and time and resources are not efficiently used. Planning lacks sufficient detail to meet the needs of the differing ages and levels of attainment in the class. The main weakness was in the management of pupils, particularly at Key Stage 1. There is a lack of clarity and consistency in expectations of behaviour. There are occasions in Key Stage 1 where pupils become restless and inattentive. For example, pupils do not always listen to what they are being told and some pupils have not learnt to be quiet when somebody else is speaking. Their response to instruction by the teacher is sometimes unsatisfactory. This occurs where teacher's instructions are overlong and unclear and pupils become confused about what they should be doing.

20. Lessons often lack pace and pupils become inattentive in class teaching sessions. The management of pupils within these sessions further reduces the effectiveness of learning. Pupils are allowed to call out answers to questions as soon as they think of them. Those pupils who require more time to think and work answers out become disheartened and stop participating. For example, in an oral mathematics session, one pupil called out the answers to questions before other pupils had a chance to consider what the answer might be and after ten minutes a significant number of pupils had stopped listening. Time is not always used effectively. Insufficient attention is paid to the pace and length of the different parts of lessons. Too little time is spent engaging with a particular group and extending their understanding of the focus of the lesson. Pupils do not learn to become good independent workers and frequently cease working when the teacher moves away from their table.

21. When pupils are working in groups or independently, work is not matched carefully to pupils' previous learning. In a numeracy session, pupils in Year 2 did not have the skills and understanding to complete the work given on time. Pupils quickly become disinterested in their work and begin to chatter. Too little work is completed in lessons. Work is often left unfinished and pupils do not consolidate their learning adequately. Poorly structured planning compounds the effect of this and pupils make little progress in learning basic skills. They take little pride in what they are doing.

22. The teacher's knowledge and understanding of the needs of young children in the Foundation Stage are satisfactory. Planning for this age group does not yet reflect the changes which became effective from September 2000. The quality of teaching is satisfactory. The curriculum takes insufficient account of the six areas of learning and the early learning goals. Teaching and learning are enhanced by the good deployment of support assistants who lead sessions well. In these sessions children are encouraged to be independent and to respond appropriately to instructions and this has a positive effect on their personal and social development.

23. The participation of children in the Reception year together with pupils from Years 1 and 2 is not always appropriate as introductory sessions become overlong. Activities for the children in Reception are carefully planned by the support assistant and in these sessions children make good progress. In a whole class numeracy lesson, some children found it difficult to participate in the oral starter session and after undertaking some numeracy tasks needed a complete change of activity. Activities are mainly practically based and offered using a wide variety of resources. Learning was supported by the use of a computer.

24. Less effective teaching is sometimes characterised by planning which does not make sufficient use of previous assessments to identify the learning needs of individual pupils. In particular, the needs of pupils with special educational needs and the needs of more able pupils to ensure there is appropriate challenge in the work set. Planned work is too difficult for some pupils as they do not have the basic understanding which is required to make progress. For example, in a lesson about time, pupils became confused about minutes, hours, days and weeks. Too little time was spent on practical learning and the confusion became greater when pupils had to record their work. Little progress was made during the lesson. Teaching is also ineffective when teachers struggle to keep order. Unsatisfactory management of pupils results in shouting out of answers, poor listening and poor behaviour. Movement about the classroom becomes disorderly.

25. The least effective teaching displays all of these features. There is poor classroom management and organisation. Discipline is ineffective and the pace of the lesson is repeatedly disturbed by calls for good behaviour which go unheeded. The focus of the introduction does not relate sufficiently to the work to be done independently and pupils do not understand what is required of them. Pupils are asked to undertake tasks which do not make sufficient allowance for different ability levels. Lower attaining pupils do not understand what is required of them and quickly become bored. Similarly when higher attaining pupils are insufficiently challenged they complete the task taking insufficient care and become distracted and disrupt the learning of others. In the least effective lessons teaching objectives are not realised and progress is unsatisfactory.

Provision for children in the Foundation Stage

26. Provision for children in the Foundation Stage is unsatisfactory overall. In their responses to the questionnaire and at the meeting held before the inspection parents expressed concerns over provision for children in the Foundation Stage. Provision is insufficient to meet all the needs of this age group.

27. The planning of the curriculum at the Foundation Stage does not have sufficient detail to effectively guide the teaching and learning to be effective and for the work to be targeted in shorter, more focused sessions. References are made to the recommended areas of learning for children of this age but the detail in the planning is not adequate to meet the needs of all the children in the Foundation Stage. As a result, the activities, at times, are not always appropriate for some of the younger children. The co-ordinator for the Foundation Stage has recently attended training linked to the introduction of the new curriculum in September 2000.

28. The planning does not at present systematically build on the nationally recommended areas of learning for children of this age group. This planning is not adequately reflected in all the lessons within the mixed Foundation Stage, Year 1 and 2 class, particularly for the youngest children. The work for these pupils is not sufficiently focussed or targeted and some sessions are inappropriately timed for these younger children to effectively meet their individual needs, particularly in relation to their creative, personal and social development and communication, language and literacy. Coverage of the areas of learning is dependent on the skill of the support assistant. The coverage she provides is good and in these sessions young children are making good progress. The lack of appropriate planning is unsatisfactory and places an inappropriate burden on the support assistant.

29. Resources within the classroom do not provide adequate stimulation and opportunities for regular investigative, imaginative and physical play. The multi-purpose area adjacent to the main classroom serves as a library and staff room as well as a working area for the Reception children and facilities within this area are unsatisfactory. There is insufficient provision of areas for role-play which would enable better provision in the area of communication, language and literacy, which has been identified by both staff and parents as an area of weakness for a significant number of children.

Information to parents

30. Parents expressed their concerns over aspects of communication both in the parents' questionnaire and at the meeting held before the inspection. Whilst parents felt they received good information for the most part they expressed a desire for better information on their children's progress, particularly at Key Stage 1, and better information when their child starts school. Inspectors' judgements support parents' views.

31. The school brochure contains little information about the curriculum for the Foundation Stage and there is little supplementary information provided to parents before their children start school to acquaint them of the school's routines and enable them to support their child and ensure they settle quickly into school life.

32. Annual written reports provide very good information on what pupils have achieved at Key Stage 2 and give guidance on areas for improvement and identify targets for future learning. Reports for Reception children are not written to the areas of learning for children in the Foundation Stage.

33. Home-school diaries are used inconsistently. At Key Stage 1 in particular they do not provide good quality, regular and frequent information to parents on their children's progress to ensure they are aware of any difficulties their children are encountering and thus enable them to be fully involved in their children's learning.

The range and quality of reading books

34. There are insufficient books of an appropriate quality to provide adequately for the development of pupils' reading skills. Parents indicate that this sometimes results in pupils not making the progress they could. The school recognises the need to improve the range and quality of book provision but has yet to include this as an area for improvement within its school development plan.

35. The range and quality of reading books for children in the Foundation Stage and pupils at Key Stage 1 is unsatisfactory. The existing stock of books contains many which are in very poor condition and this does not promote children's interest or help to develop a respect for books. There is a limited range of literature to enable pupils to become competent, independent readers.

36. The range and quality of books is insufficient to enable pupils to effectively develop their reading skills and does not contribute effectively to the progress in literacy and research skills in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ Improve the quality of teaching and learning in the Foundation Stage and at Key Stage 1 by:
 - *continuing to implement established procedures to support, monitor and evaluate teaching and learning, to identify and share effective practice and to provide appropriate targets for improvement;*
 - *improving the detail and quality of teachers' planning to identify more clearly appropriate tasks and challenge with differentiation for the range of pupils' prior attainment;*
 - *continuing to improve the management of behaviour by establishing clear expectations for pupils' behaviour in lessons;*

- ◆ Improve provision for children in the Foundation Stage by:
 - *ensuring planning is clearly linked to the nationally recommended Early Learning Goals and areas of learning;*
 - *providing a curriculum, which promotes all aspects of activities for children in the Foundation Stage to take place throughout the school day;*
 - *ensuring that appropriate resources are provided;*

- ◆ Improve information to parents by:
 - *improving the content of home-school diaries so that all parents receive more detailed, regular and frequent information about their children's work, attainment and progress;*
 - *improving the content of the school brochure;*
 - *improving the information given to parents when their children start school;*
 - *ensuring annual reports for children in the Foundation Stage make appropriate reference to the areas of learning;*

- ◆ Improve the range and quality of reading books, including reading scheme books, particularly for pupils at Key Stage 1 by:
 - *auditing the existing book stock to identify and remove inappropriate material and books which are of poor quality;*
 - *purchase new stock that is of good quality and will provide stimulating and structured reading experiences.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	3	2	2	0	0
Percentage	11	50	17	11	11	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 five percentage 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)	47
Number of full-time pupils known to be eligible for free school meals	0

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	7

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	9.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	4	6

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	0	3	3

As the number of pupils at the end of Year 2 and Year 6 were both less than 10, the school is not required to publish its National Curriculum test results.

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	39
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)	2
Number of pupils per qualified teacher	23.5 : 1
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	31

Financial information

Financial year	2000/01
	£
Total income	133,278
Total expenditure	132,312
Expenditure per pupil	3,151
Balance brought forward from previous year	3,889
Balance carried forward to next year	4,855

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	47
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	37	9	0	0
My child is making good progress in school.	37	46	10	0	7
Behaviour in the school is good.	41	39	10	0	10
My child gets the right amount of work to do at home.	17	66	12	0	5
The teaching is good.	49	39	0	2	10
I am kept well informed about how my child is getting on.	32	44	22	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	5	5	0
The school expects my child to work hard and achieve his or her best.	61	29	6	2	2
The school works closely with parents.	56	32	5	7	0
The school is well led and managed.	56	37	0	0	7
The school is helping my child become mature and responsible.	49	42	2	2	5
The school provides an interesting range of activities outside lessons.	40	18	12	25	5

