

# INSPECTION REPORT

## **KINGSWEAR PRIMARY SCHOOL**

Dartmouth

LEA area: Devon

Unique reference number: 113206

Headteacher: Mr Peter Simpson

Reporting inspector: Mr Brian Gosling  
22453

Dates of inspection: 10 – 11 June 2002

Inspection number: 244753

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Lower Contour Road Kingswear Dartmouth Devon
Postcode:	TQ6 0BJ
Telephone number:	01803 752356
Fax number:	01803 752779
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Gillian Woodcraft
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22453	Brian Gosling	Registered inspector
9796	Margaret Morrisey	Lay inspector

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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33 Kingsway  
London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Kingswear Primary School is situated in an area of outstanding natural beauty on the steep, east bank of the River Dart near to its estuary in south Devon. It is smaller than most primary schools and there has been a steady fall in the number of pupils in recent years due to the rising cost of housing. This caused a reduction from three classes to two in 2000. There are, currently, 38 pupils; 21 boys and 17 girls, while pupil numbers are set to rise in 2002 for the first time in three years. There are no pupils from minority ethnic families although two pupils have English as an additional language. The proportion of pupils who are eligible for free school meals is broadly in line with the national average. The proportion of pupils who have special educational needs is below the national average, while no pupil has a Statement of Special Educational Need.

Pupils come from a variety of social backgrounds including privately owned and local authority rented accommodation. They come from Kingswear and surrounding districts, using the ferry to cross the river from Dartmouth and the minibus and private transport to travel from Hillhead and Brixham. Demographic changes are having an impact on the learning needs of children when they start school. Consequently, the school's extensive induction procedures now allow children to attend school part time in the term before they are five. They attend full time in September or January depending whether their fifth birthday falls before or after February 28. The reception group is taught in a class with pupils in Year 1 and Year 2. When they start school, children's attainment varies greatly from year to year due to the small numbers, but it is broadly in line with the county average currently.

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

Kingswear Primary School is an effective school. Children arrive with generally average levels of attainment. The good quality of the teaching and the very good provision for pupils' personal development results in above average standards in English and mathematics by the time pupils leave the school at the end of Year 6. Leadership and management are satisfactory and, although the unit cost per pupil is high, the school gives satisfactory value for money.

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

- Pupils achieve high standards in English and mathematics by the time they leave the school.
- Pupils' attitudes and behaviour are good because the school cultivates pupils' personal development very well.
- Teaching is good in Key Stage 1 and Key Stage 2.
- The school makes good use of the local environment to enrich pupils' learning experiences and there is a good range of extra-curricular activities.
- The school cares well for its pupils and parents have a high regard for the work of the school.
- The attendance rate is very high compared to other primary schools.

## What could be improved

- Standards are not high enough in science.
- Assessment procedures are not sufficiently detailed to inform curriculum planning.
- The school day is not organised as well as it could be.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and the school has secured satisfactory improvement in addressing the areas for improvement identified in the last inspection report. Although the headteacher maintains a large teaching commitment, he now has more time for school management and the curriculum has been suitably improved. Schemes of work have been adopted for all subjects and the requirements of the locally agreed syllabus for religious education are now met. Curriculum planning has been developed making effective use of computer technology. The role of governors has developed and they monitor spending and the curriculum more effectively. All governors have responsibility for the overview of a curriculum subject and they all visit the school at least once each year. This has enabled them to be more aware of the strengths and weaknesses of the school's educational provision and, consequently, they are more involved in planning school improvement. The school implemented an assessment policy shortly after the last inspection but, as it now acknowledges, this needs to be reviewed in order for assessment to fully inform teachers' planning for lessons.

Standards have improved in English and mathematics since the last inspection and the annual reports to parents of their children's progress are better. The school has also established a wider range of extra-curricular activities and more focused visits to places of interest in the local environment.

## 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	C	B	A*	A*
Mathematics	C	A*	A	A
Science	E	C	D	D

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

As the table above shows, standards are high in English and mathematics. (A\* indicates that the school's results are in the top five per cent of schools.) However, it also shows that standards are not high enough in science. It is not unusual for results to vary from year to year with small groups of pupils and it is pertinent to consider the school's results over a longer period of time. Over the last three years, the average of the school's results exceeded



the national average over the same period in English and mathematics, but was below the national average in science. This is because far less time is given to science than English and mathematics. Nevertheless, the trend in the school's results for all three subjects combined is rising above the national trend. Targets are set on the basis of pupils' previous attainment and they are suitably challenging. There are too few pupils to identify any significant variation in the attainment of boys and girls. Pupils clearly achieve well in English and mathematics by the time they leave the school at the end of Year 6.

Standards at the end of Year 2 in 2001 were above both the national average and the average of similar schools in writing, and close to both these averages in reading and mathematics. All pupils attained the nationally expected Level 2 in all three tests and teacher assessment for science, but no pupil attained the higher Level 3 in reading, writing or science. The average of the school's results over the last three years is above the national average in writing and mathematics but below the national average in reading.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils have very positive attitudes to school and they work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils work and play together well. They are considerate of one another and the older pupils take care of the younger ones.
Personal development and relationships	Very good. Positive relationships throughout the school are central to pupils' attitudes and behaviour and they become confident and mature.
Attendance	Excellent. The attendance rate is very high compared to all other schools.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	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.*

Two thirds of the lessons seen during the inspection were good or better, whilst a quarter were very good. No unsatisfactory teaching was seen and there was little difference in the quality of teaching in Key Stage 1 and Key Stage 2. Most lessons seen were in English and mathematics and the skills of literacy and numeracy are taught well. In these lessons, teachers plan tasks with different levels of difficulty to accommodate the wide range of age and ability in the two classes. This is a particular challenge for the teachers as there are only two classes, and the very different needs of the pupils are met suitably. However, this practice has not been extended fully to all other subjects and assessment procedures are not

sufficiently developed to establish clearly what pupils already know, understand and can do, and what they need to learn next. Teachers have high expectations of pupils' work and behaviour and, along with the very good relationships that are maintained throughout the school, this successfully promotes pupils' very good attitudes to learning. Lessons are well prepared and stimulating, and pupils respond with good levels of concentration. Learning support assistants work well with teachers. They provide suitable support for the children in the Foundation Stage and they make a significant contribution to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The broad curriculum is enriched by good use of the local environment and there is a good range of extra-curricular activities and visits to places of interest.
Provision for pupils with special educational needs	Good. Teachers know their pupils very well and these pupils receive good support.
Provision for pupils with English as an additional language	The few pupils with English as an additional language make suitable progress and they are attaining the nationally expected standards.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The school is a small and close community where pupils' personal development receives careful attention. Pupils are valued members of this community and they respond well, developing respect for adults and other pupils.
How well the school cares for its pupils	Good. Pupils receive close and careful attention and the school ensures that they are cared for well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. Although the headteacher's non-teaching time has been increased since the last inspection, this is still limited and the curriculum co-ordinator role of the small staff remains informal.
How well the governors fulfil their responsibilities	Governors have developed their roles and they fulfil their responsibilities suitably. Statutory requirements are fully met.
The school's evaluation of its performance	The school has begun to track pupils' progress as they move through the school but this is not sufficiently developed to ensure that all pupils make suitable progress. The monitoring of teaching and learning is generally informal due to the headteacher's large teaching commitment.

The strategic use of resources	Satisfactory. Funds provided for specific purposes are spent appropriately and the school applies the principles of best value suitably.
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### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress their children make.</li> <li>• Behaviour in the school is good.</li> <li>• The good quality of the teaching.</li> <li>• The school is approachable.</li> <li>• The high achievement of the pupils.</li> <li>• The close links with parents.</li> <li>• The leadership and management of the school.</li> <li>• Their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress.</li> </ul>

Inspectors are in general agreement with the positive views expressed by parents. There is a suitable amount of information to parents about their children's progress and the annual reports have been improved since the last inspection.

## **PART B: COMMENTARY**

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

**Pupils achieve high standards in English and mathematics by the time they leave the school.**

1. Standards in English and mathematics have improved since the last inspection. The school's results<sup>1</sup> in the national tests at the end of Year 6 in 2001 were very high in English and well above the national average and the average of similar schools in mathematics. It is not unusual for results to vary from year to year when only small groups of pupils take the national tests. For example, in last year's national tests, the attainment of one pupil affected the school's results by almost 17 per cent. It is sensible, therefore, to consider the school's results over a longer period in order to compare larger groups of pupils. In this case, the average of the school's results over the last three years is significantly higher than the national average in English and mathematics and the trend in the school's results is rising above the national trend.
2. These high standards are attained by good teaching and the positive attitudes of pupils. The basic skills of literacy and numeracy are learned effectively and pupils read with interest and expression, naming their favourite authors, such as Jacqueline Wilson. Their writing is variable but generally neat, legible, and imaginative with spellings, such as 'consistency', usually correct. Through regular practice, pupils develop a good mental recall of mathematical facts that they use well when solving mathematical problems. For example, pupils in Key Stage 2 reviewed and revised timetables for ferries and trains that took greater account of the wishes of tourists to have time to visit places of interest. Their good mathematical knowledge allowed them to work quickly and efficiently on this collaborative task.
3. The school's results in the national tests at the end of Year 2 are not as high. In 2001, pupils' attainment was above the national average and the average of similar schools in writing, but close to the average in reading and mathematics. Although all pupils attained the nationally expected Level 2<sup>2</sup> in reading and writing and mathematics, only one pupil attained the higher, Level 3, in mathematics and no pupil attained this level in reading or writing. However, a certain amount of variation is to be expected from year to year with small groups of pupils and the average of the last three years was above the national average in writing and mathematics, but below the national average in reading. The school has not been tracking pupils' progress for long

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<sup>1</sup> On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

<sup>2</sup> On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

enough to illuminate the reasons for the lower standards in reading but early indications of this year's national test results indicate that half of the pupils currently in Year 2 have attained Level 3 in reading and writing.

**Pupils' attitudes and behaviour are good because the school cultivates pupils' personal development very well.**

4. Pupils develop very good attitudes to learning and, when teaching is good, they show much enthusiasm and application to their work. They are keen to attend school and enjoy the many opportunities to take responsibility both for their own learning and to support others. Behaviour is good both in lessons and in the playground. Older pupils take care of younger pupils, including the children in the Foundation Stage, displaying a good degree of care and kindness. Pupils are polite to staff, each other and visitors, and even the youngest children are keen to be helpful and supportive, opening doors willingly and answering questions confidently during the inspection. Relationships across the school are very good and this gives pupils security and the confidence to question and collaborate well on investigations.
5. The good attitudes to learning that pupils develop are primarily due to the very good provision the school makes for pupils' personal development, including their spiritual, moral, social and cultural development. The basis of the very good relationships that are maintained throughout the school is the respect afforded to all members of the school community and the consistent efforts of the staff to raise pupils' self-esteem. Daily assemblies offer pupils opportunities for prayer and reflection and are taken weekly by the vicar of the local church, St Thomas of Canterbury. School certificates are awarded for achievement in all aspects of school life and there are regular circle time<sup>3</sup> sessions. A 'tripod trophy' is awarded weekly for attainment and the school has established the convention that the previous holder should leave a small gift in the trophy for the next winner.
6. As a small community, pupils' behaviour and personal development are monitored closely, if informally, and there is a clearly understood system of rewards and sanctions. Pupils in Key Stage 2 can achieve a weekly 'golden time' of half an hour when they can choose an activity, such as using the computers, chess, weaving or construction activities. Pupils in Key Stage 1 enjoy a 'free-choice' session daily. Conversely, a lunchtime detention arrangement is employed when necessary and a short temporary exclusion was implemented last year for two boys who resorted to fighting following a dispute. When similar but less serious incidents occur, the school requires pupils to write about their behaviour from their own perspective and this is then used as a basis for discussion on how to resolve such disputes and to understand the other person's point of view. This approach has a significant effect on pupils' attitudes and behaviour. Pupils in Years 4, 5 and 6 develop their independence and maturity through residential visits to Broadleas' on Dartmoor where they are joined by Year 3 pupils who stay for one night. There is also an annual production in the village hall and a range of sporting activities held after school that contribute to pupils' very good personal development.

**Teaching is good in Key Stage 1 and Key Stage 2.**

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<sup>3</sup> On 'circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

7. Two thirds of the lessons seen during the inspection were good or better, whilst a quarter were very good. No unsatisfactory teaching was seen and there was little difference in the quality of teaching in Key Stage 1 and Key Stage 2. The teaching for the children in the Foundation Stage is satisfactory and they receive suitable support from the learning support assistant. The majority of the lessons taught and observed during the inspection were in English and mathematics.
8. The small school community and the 'family' atmosphere means that teachers know their pupils very well. They maintain very good relationships throughout the school and, along with their high expectations of pupils' behaviour, this establishes pupils' very good attitudes to learning. Lessons are stimulating and pupils maintain interest and concentration well. Pupils collaborate well on tasks with older pupils often helping younger pupils. This benefits the younger pupils well but it is not always certain that the older pupils also make sufficient progress in their own learning during these sessions. Lessons are prepared well and resources are readily accessible, which enables the lesson to proceed with minimal disruption.
9. With only two classes, there is a wide range of age and ability in each class. Nevertheless, teachers generally meet this challenge well. In English, mathematics and some science lessons, tasks are planned with different levels of difficulty, although this is not extended to all other subjects. Learning support assistants work well with groups of pupils and enable pupils to work at tasks more suitably matched to their learning needs. Teachers conduct introductory sessions to lessons skilfully, focusing questions and explanations well in taking account of the wide range of age and ability in the class. Teachers have a good, informal knowledge of pupils' learning needs but assessment procedures have not been developed sufficiently to ensure that planning takes enough account of what pupils need to learn next. Further, the marking of pupils' work is not sufficiently rigorous to provide valuable assessment information of what pupils have, or have not learned.

**The school makes good use of the local environment to enrich pupils' learning experiences and there is a good range of extra-curricular activities.**

10. The school is situated in an area of outstanding natural beauty and it takes the opportunity to enrich pupils' learning experiences through good use of the local environment. This includes the River Dart estuary, the marina, the coast and the South Devon hills. For example, the local area is used as part of a geographical study that includes the harbour, the station and Dartmouth, whilst the houses in the marina provide interesting subjects for the pupils to sketch in art and design. The school enjoys attractive views from its position on a steep hill overlooking the estuary but the cramped site does not offer any grassed area. Nevertheless, outdoor games lessons take place on a playing field a short distance from the school.
11. Educational experiences gained in the local environment influence other areas of the curriculum. For example, trips made to carry out a river study at the estuary and further upstream are extended by a walk to search for the source of the river on the annual residential visit to Dartmoor. The river study was restricted when the minibus was unable to pass because of high tide. During a mathematics lesson later in the term when pupils were considering ferry timetables between the tides, their experience of difficulty due to the tide is remembered as the teacher successfully enables them to understand the dependence of ferry times on the tides. These visits go some way to compensate for the limitations of the school site. Furthermore, despite lacking a playing field and hall on site, the school makes good use of local

fields and accommodation. An annual production is held in the village hall and 'The Lion King' was performed this year. A field a short distance away up the hill is used for a range of sporting activities that includes football, rounders and athletics, and there are clubs for computers, art and music that are held after school.

**The school cares well for its pupils and parents have a high regard for the work of the school.**

12. The school cares well for the health, safety and welfare of all pupils. Appropriate emphasis is given to establish pupils' personal development that is supported by a healthy and safe environment. Procedures for monitoring and promoting good behaviour are effectively used, as outlined earlier, and this creates an environment in which lessons progress without interruption. Child protection procedures are correctly and sensitively organised and the designated officer has good working relationships with all relevant agencies. The school promotes healthy and safe living through a well planned programme for personal, social and health education. Teachers and learning support assistants know their pupils very well in this small school and the pupils with special educational needs are supported well. The school meets the requirements of the Code of Practice<sup>4</sup> for special educational needs and is suitably prepared for the introduction of the new Code of Practice.
13. Parents' views of the school are very good. Pupils are well cared for, achieve high standards and positive attitudes, and are given many opportunities to develop independence, confidence and maturity. The inspection findings totally substantiate this. The only area of concern to parents is the amount of information they receive about their children's progress. However, annual reports have been developed since the last inspection and they include targets for pupils' improvement and opportunities for parents and their children to comment. Parents receive good information from the school, which enables them to support their children's learning at home. Parental involvement in the school is good. They make a significant contribution to maintaining the fabric of the school, help to provide pupils with equipment and support all school visits both for curriculum work and residential visits for personal development. Parents and the school together succeed in involving the whole community in school life both socially and to support the curriculum. For example, the vicar of the local church uses his expertise in chemistry to assist in science lessons.

**The attendance rate is very high compared to other primary schools.**

14. Since the last inspection the school have significantly improved the attendance rate and attendance is now excellent. There are good procedures to record attendance and parents are fully aware of the need to notify any absence. Pupils enjoy school and parents report that they are keen to come to school. The attendance rate in the school year 2000/2001 was very high in comparison with all schools, and had been similarly high in the previous two years. The rates of both authorised and unauthorised absence were below the national average in the last year. The percentage of unauthorised absences is low and this is the result of pupils taking holidays during term time. This excellent attendance rate has a significant effect on the high standards that pupils attain.

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<sup>4</sup> On SEN 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.





## **WHAT COULD BE IMPROVED**

### **Standards are not high enough in science.**

15. Standards in science are not high enough and they are lower than they were at the time of the last inspection. In the teacher assessments at the end of Year 2 in 2001, all pupils attained the nationally expected Level 2 but no pupil attained the higher Level 3. In the national tests at the end of Year 6 in 2001, the school's results in science were below the national average. Although all pupils attained the nationally expected Level 4, only one pupil attained the higher, Level 5. Results vary widely from year to year when there are small groups of pupils and it is inadvisable to attach much importance to the results in a single year. It is useful therefore to consider the average of the school's results over the last three years. At the end of Year 6, this average is below the national average.
16. This is largely because not enough time is given to the subject. Only five per cent of the curriculum time available, or one hour each week, is allocated to science in both Key Stage 1 and Key Stage 2. The school also organises a science week where stimulating experiments and investigations into electrical circuits and forces, for example, improve pupils' learning. The quality of teaching and learning in the one lesson that was observed during the inspection was very good. The scrutiny of pupils' work also showed that pupils learn well in science lessons. In recent years, the school has quite suitably focused on the teaching of literacy and numeracy. However, the time allocated to science is less than one tenth that given to English and mathematics and this is no longer appropriate if pupils are to achieve high standards in all three subjects.

### **Assessment procedures are not sufficiently detailed to inform curriculum planning.**

17. The school has begun to assess pupils' attainment at regular periods as they move through the school. This includes an assessment of children's attainment when they first start at the school and optional tests provided by a national authority at the end of each year in Key Stage 2 as well as the national tests at the end of Year 2 and Year 6. However, this has not been in place for a sufficient time to allow the school to ensure that pupils make consistent progress in all years, or to identify the less successful aspects of pupils' learning that could be used to inform curriculum planning. It is particularly important to evaluate this as pupils are taught in mixed-age classes that include four year groups in one class and two key stages in the other.
18. Teachers plan tasks and activities with different levels of difficulty that take account of what pupils already know, understand and can do in English and mathematics lessons. However, there is insufficient evidence of this practice in other subjects. There is no school system for assessing pupils' learning in lessons and this varies between teachers. In Class 1 (Foundation Stage and Key Stage 1), learning support assistants record assessments of those children or pupils who have been working with them, for the teacher. This information is invaluable when planning the next lesson. Similar assessments are not carried out regularly by all teachers, however, and the same activity is sometimes given to all pupils in the class irrespective of their age and prior attainment. Useful assessment information can be gained through the marking of pupils' work, but this is neither sufficiently consistent nor rigorous to assess learning well enough to inform the planning for what individual pupils need to learn next.

## **The school day is not organised as well as it could be.**

19. The teaching time available is not used as well as it could be. All lessons, including those for the youngest pupils in Year 1, are timetabled for at least an hour and many for substantially longer. This is not an efficient use of the available time. Teachers recognise as much and there have been informal adjustments to the teaching day to establish a suitably brisk pace to lessons. For example, numeracy lessons in the Key Stage 2 class are limited to an hour by preceding them with an informal half-hour of reading or computer use. These informal sessions are not sufficiently focused on what pupils are intended to learn despite the fact that they occupy more than twice the amount of time given to most other subjects, including science. A similar situation exists in Class 1, where there are significant challenges in organising lessons that include children in the Foundation Stage and pupils in Key Stage 1. Consequently, some time is given each day to activities that the pupils choose themselves, 'snack time' and a session for individual pupils to talk to the whole class about a subject that interests them. While this last activity improves pupils' speaking and listening skills, all of these activities are not sufficiently focused to ensure that pupils make meaningful and identifiable gains to their knowledge, skills and understanding.
20. Many English and mathematics lessons last more than an hour and they account for approximately 60 per cent of the available teaching time. Pupils in both key stages sometimes receive two hours of English in the same day. This leaves insufficient time to ensure that all other subjects receive enough attention.

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

21. In order to maintain high standards in English and mathematics and raise standards in science and other subjects, the headteacher, governors and staff should:
  - (1) Provide more teaching time for science following a review of the organisation of the school day.  
*(Paragraphs 15 - 16)*
  - (2) Improve assessment procedures by:
    - (a) tracking pupils' attainment as they move through the school to identify strengths and weaknesses that inform curriculum planning;
    - (b) improve the assessment of pupils' learning in lessons and use this information of what pupils already know, understand and can do, to plan tasks and activities that focus on what individual pupils need to learn next;
    - (c) implement a marking policy that establishes a common policy to assess what pupils have learned and to provide guidance on what they should do to improve.  
*(Paragraphs 9, 17 - 18)*
  - (3) Review the organisation of the school day to ensure that sufficient time is given to all subjects.  
*(Paragraphs 19 - 20)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	5	4	0	0	0
Percentage	0	25	42	33	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 one eight 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)	38
Number of full-time pupils known to be eligible for free school meals	5

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	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	9

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	3.2
National comparative data	5.6

School data	0.1
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	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 2 or above	School	--	--	--
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 2 or above	School	--	--	--
	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	4	2	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 4 or above	School	--	--	--
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 4 or above	School	--	--	--
	National	72 (70)	74 (72)	82 (79)

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

The tables above have not been completed as fewer than ten pupils took the tests and percentages are, therefore, unreliable.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	34
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)	2.4
Number of pupils per qualified teacher	14.2
Average class size	17

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

Total number of education support staff	2.0
Total aggregate hours worked per week	34

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	0.4
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.*

### **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	2	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	2001/2002
	£
Total income	138,145
Total expenditure	142,518
Expenditure per pupil	3,715
Balance brought forward from previous year	5,924
Balance carried forward to next year	1,551

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	17	3	0	0
My child is making good progress in school.	55	34	7	0	3
Behaviour in the school is good.	45	45	7	0	3
My child gets the right amount of work to do at home.	28	52	17	0	3
The teaching is good.	62	28	3	3	3
I am kept well informed about how my child is getting on.	38	41	14	7	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	66	28	3	0	3
The school works closely with parents.	62	31	7	0	0
The school is well led and managed.	59	34	0	3	3
The school is helping my child become mature and responsible.	66	31	3	0	0
The school provides an interesting range of activities outside lessons.	48	34	14	3	0