

INSPECTION REPORT

TRUMACAR PRIMARY SCHOOL

Heysham

LEA area: Lancashire

Unique reference number: 119272

Headteacher: Mr G Nightingale

Reporting inspector: Fran Gillam
21498

Dates of inspection: 11th – 12th June 2002

Inspection number: 245771

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Combermere Road Heysham Morecambe Lancashire
Postcode:	LA3 2ST
Telephone number:	01524 851043
Fax number:	01524 851043
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Illingworth
Date of previous inspection:	27 th – 30 th April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21498	Fran Gillam	Registered inspector
19426	Chris Farris	Lay inspector
21227	Barbara Crane	Team inspector
7838	Alan Cross	Team inspector

The inspection contractor was:

SCHOOLhaus Ltd

Suite 17/18
BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trumacar Primary School is larger than most other primary schools. Three hundred and seven pupils attend the school of which 154 are boys and 153 are girls. Twenty-eight children attend the Nursery part-time and there are a further 39 children of Foundation Stage¹ age in the Reception Year. When children start in Nursery their attainment is well below that expected for their age. By the time the children start in the Reception Year their attainments are below those expected for their age. There are ten classes including the Nursery; four of these classes have mixed age ranges. All pupils are from a white British background. The percentage of pupils entitled to free school meals is 30 per cent, which is above average. The school has 20 per cent of pupils on the special needs register, including six pupils with statements of special need. These figures are broadly average.

HOW GOOD THE SCHOOL IS

Trumacar Primary School provides a sound education for its pupils and has some good features. Standards in the present Year 6 are above average in English and average in mathematics and science. Overall, most pupils do as well as can be expected during their time in the school; teaching is good in the Foundation Stage and infants and satisfactory in the juniors. Children get a good start in the Nursery and Reception Year and this is built on effectively in Years 1 and 2; pupils make good progress in the infants. Pupils enjoy school very much; they work hard and have very good relationships with each other and the staff. The leadership and management of the school are satisfactory; recent work in tracking how well pupils are doing is beginning to identify more precisely the school's successes and areas for improvement. The school gives satisfactory value for money.

What the school does well

- Teaching and learning in the Foundation Stage and the infants are good.
- Standards in writing have risen and pupils use their writing skills well to support their learning in other subjects.
- Pupils enjoy school very much; they work hard and behave very well.
- Parental views of the school are positive.

What could be improved

- The thoroughness of checking how well pupils are doing in the juniors to focus support more effectively and raise standards further in reading and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in April 1998 has been satisfactory. Standards have risen in English largely due to the successful action taken to improve pupils' writing skills; standards in mathematics and science are average and the same as at the time of the last inspection. Whilst the marking policy is used throughout the school and teachers mark work regularly, some still do not give pupils clear pointers on how they can improve their work further. Standards in information and communication technology (ICT) are now in line with expectations for pupils in Year 6; teaching is now better than it was and pupils have better access to ICT resources to support their learning. Teaching in the Nursery and infant classes remains good and teaching in the juniors is satisfactory, as it was at the time of the last inspection.

¹ The stage of learning from the age of three years, when children start the Nursery, until the end of the Reception Year when children move into Year 1.

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	B	B	A	A*
Mathematics	B	B	C	A
Science	A	C	C	B

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

In the tests in 2001, standards were well above average in English and average in mathematics and science. Compared with schools of a similar background, Trumacar's standards were very much better and in the highest five per cent nationally in English, much better in mathematics and better in science. The school's drive to raise standards in writing has been successful and is reflected in the well above average standards in English in the tests in 2001. The present Year 6 group of pupils are attaining above average standards in English and average standards in mathematics and science. The difference in standards the pupils in Year 6 attain compared with last year is due to this group having a number of pupils who require extra help with their work. During their time in the juniors pupils make satisfactory progress. Some higher attaining pupils do not do as well as expected in reading because they do not have enough guidance in choosing books that challenge and extend their reading skills. In addition, repetition of work in the early stages of the juniors contributes to a slowing down in the rate of progress some higher attaining pupils make in mathematics by the end of Year 6. Pupils with special educational needs make sound progress in the juniors. By comparison, pupils in the Nursery make good progress and there is good progress in the infant classes in reading, writing and mathematics for pupils of all abilities. By Year 2, standards are well above average in writing and above average in mathematics; this is an improvement on the standards pupils in Year 2 attained in the tests in 2001 when there was a higher number of pupils with special educational needs within the year group.

The trend in standards by Year 6 has kept pace with improvements in the national trend. The school has recently made more rigorous assessments of how well pupils are doing and this is being used to set realistic targets, not only for pupils Year 6, but also for each class to attain by the end of the year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils like school very much; they enjoy the range of activities the school offers and most of the pupils find learning interesting; they like the way their teachers encourage them to work hard.
Behaviour, in and out of classrooms	Very good – pupils behave very well in lessons; they engage in lively, friendly play outside and show a clear awareness of the need to care for others.
Personal development and relationships	Good – pupils have very good relationships with each other and the staff. Older pupils enjoy taking on responsibility.
Attendance	Satisfactory – the attendance and unauthorised attendance rates are average.

Pupils work hard in lessons because teachers expect them to do their best. Younger pupils develop very good work habits because staff prepare them well for working on their own and give them well-focused feedback upon how well they are doing.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is the same as at the time of the last inspection; pupils get off to a flying start in the Foundation Stage and the infants, and teaching is satisfactory in the juniors. The children make a good start to their learning because the teaching of the basic skills of reading, writing and number is good. Pupils are given plenty of chances to practise and secure their skills and develop their knowledge and understanding in a range of well-planned and interesting activities. In the infants, pupils of all abilities settle quickly to their tasks and work on their own effectively because teachers share information with them clearly and set out exactly what they want them to learn. Teachers' questions are probing and so check how well pupils are doing. They challenge pupils to try things out for themselves and to draw upon what they have learned before. The pupils rise to this; they enjoy what they are doing and this shows in the good work rate and the effort and concentration they put into getting their work right. Pupils check their work for errors and, at an early age, are developing good work habits. This is reflected in the neatly presented work in books. Learning support assistants work effectively with pupils under the guidance of the teachers. Their timely support and gentle but firm encouragement lead to pupils with special educational needs, and the lower attaining, being fully involved in lessons. The teaching of writing is successful and pupils do well particularly in the infants and the three older classes in the juniors. Teachers in the older classes provide good chances for pupils to use their writing skills to support their learning in subjects such as history, geography and science and this helps them to develop their understanding, for example, of writing for different reasons and to increase the words they use in the course of their writing. There were some effective features of teaching in a science lesson in Year 4/5 and in a numeracy lesson in Year 5 where pupils of different abilities did well. However, in other classes sometimes the demand made upon the higher attaining pupils and support for the lower attaining were not well matched to their abilities. At these times pupils could have done better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory – the strategy for teaching writing is successful. The school's strategy for teaching reading in the oldest classes does not ensure that the higher attaining pupils do well enough.
Provision for pupils with special educational needs	Satisfactory – there is effective support for pupils in the infants. However, in the juniors, pupils with special educational needs sometimes struggle in lessons. Pupils with statements of special educational needs receive good support in accordance with their statements.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good – the staff treat the pupils fairly and this sets a good example for the pupils to copy. Teachers encourage pupils to be caring and this is promoted well in assemblies. There is an emphasis upon using art to develop pupils' knowledge of other cultures, and geographical work provides some good chances for pupils to learn about other cultures.
How well the school cares for its pupils	Satisfactory – child protection procedures are satisfactory. The tracking of pupils' progress is in place but this information is not being used as well as it could to address any slowdown in individual pupil's progress.

Children in the Foundation Stage and the infants, have an interesting range of relevant activities planned for them. These activities meet their needs effectively. The school provides a varied and good range of activities for pupils to take part in outside normal lessons that support their sporting, musical and personal skills successfully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory – the headteacher leads a hardworking and dedicated staff. The management of improvement could be better; the investigation of apparent strengths and weaknesses in the school’s work is not rigorous enough.
How well the governors fulfil their responsibilities	Satisfactory – the governing body has committees in place to help them in making decisions. They know what is happening in the school but do not always seek out how cost effective their decisions have been.
The school’s evaluation of its performance	Satisfactory – the school analyses the test results in Year 2 and Year 6 which provides a broad picture of how well the school is doing. However, this is not rigorous enough in identifying precisely what it is, for example, in reading and mathematics, that pupils struggle with to focus support more effectively.
The strategic use of resources	Satisfactory – the school has a larger than expected carry forward of money in the budget, some of which is earmarked for building work. Teachers deploy learning support assistants well in the Foundation Stage and infants. However, in the juniors, learning support assistants do not always have enough guidance from teachers to make best possible use of their skills.

Although the school has a programme for improving teachers’ performance, the observation of teaching by senior managers is not regular or formal enough to give individual teachers ongoing guidance and points for improvement. The headteacher and governors have made some significant financial savings within the school by arranging the school’s meal service and fitting water-saving taps. They compare the standards that Trumacar attains with other schools to check how well they are doing and use this information satisfactorily to challenge what is happening in the school.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The good teaching and the good progress their children make. • The way teachers expect their children to work hard and do their best. • The way they can approach the school with any questions or problems. 	<ul style="list-style-type: none"> • How they are kept informed about how well their children are getting on.

The inspection team agrees with most of the positive views of parents. However, teaching in the juniors is satisfactory and pupils make satisfactory progress from Year 3 to Year 6. Parents have two meetings with class teachers each year and annual reports provide satisfactory information about how well their children are doing and how they might improve.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching and learning in the Foundation Stage and the infants are good.

1. Children in the Nursery get off to a good start because adults provide exciting activities that appeal to young children and encourage them to investigate, explore and develop their concentration. This builds well on the children's natural curiosity and helps them to sustain interest when they are working either as part of a large group or on their own.
2. When children start in the Nursery their ability to talk and communicate with others is well below that expected for their age and the adults work successfully to develop the range of words the children use. For example, in the 'rainforest' children act out preparing themselves for a jungle safari using words such as *sun cream* when packing essential equipment for a trip and using the correct names of different animals. During discussions, the adults make sure that they gently correct children's speech and this is successful as children begin to copy the adults and use words correctly when talking about what they are doing. Activities that involve children in counting strengthen their understanding of numbers and help them to recognise how many objects equal, for example, four and the numeral that represents this. These activities prepare children well for when they move into the Reception Year. They provide a firm grounding in the early skills of number and in being able to express themselves clearly. The children quickly learn the routines in both the Nursery and the Reception classes and this ensures that they become self-sufficient.
3. Teachers in the Foundation Stage and the infants recognise the value of plenty of practice to ensure that pupils consolidate their knowledge, understanding and skills. They balance this well with the need for pupils to move on with their learning. They achieve this by building in the chance for repetition and practice during lessons and by setting work at the right level of demand for the different groups within the class. Therefore, at the start of the lessons there is often an element of, for example, counting to strengthen mathematical skills or reading aloud to improve expressive reading and accuracy. Well-focused questioning challenges the higher attaining pupils so, for example, when counting on in tens in Year 2, these pupils explained rules such as 'in the ten family all the numbers end in zero'. Learning support assistants develop the confidence of average and lower attaining pupils and pupils with special educational needs well because they quietly ask pupils what they think the answer might be and encourage them to speak up in whole-class sessions. When pupils seem not to understand the question staff are quick to give further explanation and support. Teachers also use questioning effectively to check how well the pupils are doing. For example, in an ICT lesson the teacher asked, "How would I change something if I made a mistake?" and the pupils responded, "You go to the tool bar, click on edit and choose undo." This allowed the teacher to leave those pupils to get on with their work and so focus support where it was most needed. This form of checking how well pupils are doing is evident in other subjects; positive aspects of teaching such as this lead to the present high standards in writing by Year 2 and above average standards in mathematics.
4. To ensure all pupils are involved in lessons teachers provide a range of resources that speed learning. For example, pictures to stimulate interest and provide a starting point were used effectively in an ICT lessons when pupils went on to use a paint program to draw their picture of Noah's Ark. Discussion about the different tools that could be used and the effects they make helped the pupils to make good choices to give the impression of water or the sky.
5. Teachers keep lessons moving at a brisk pace whilst ensuring that lower attaining pupils and those with special educational needs do not flounder. The very effective deployment of learning support assistants in the Foundation Stage and the infants ensures that a brisk pace to learning can be maintained in these classes. Learning support assistants know what they are expected to do and are clear about what the

pupils in their care should learn by the end of the lesson. Pupils settle quickly to work on their own because teachers share with them what they are going to learn and why.

6. In the infants, the preparation for independent work is thorough and the work provides the right level of challenge for the different groups of pupils within the classes. Boys and girls take part willingly and show interest and an eagerness to do well and please their teachers. Working relationships are very effective and well-focused praise and feedback give pupils a clear understanding of how well they are doing; this was a strong feature of the excellent lesson seen in Year 1. Teachers know what the pupils are capable of and will challenge them, for example, to think and use more interesting words in their writing. This is also true when pupils try to spell unfamiliar words; teachers remind them to use their knowledge of letter sounds and patterns and to have a go on their own. Pupils' behaviour is often excellent because they are engrossed in their work and because the teachers set out clearly what they expect from them. Pupils present their work neatly and with a high level of care because teachers remind them of how they should set out their work.
7. Teachers have a good knowledge of the subjects they teach and share this information very clearly with the pupils. This leads to pupils using the correct grammatical or mathematical terms when they talk about their work. It also shows in the high level of accuracy in the higher attaining pupils' writing in both of the older infant classes and the good achievement of all the pupils which reflect in standards in the present Year 2 that are much better than you would expect for seven year olds.

Standards in writing have risen and pupils use their writing skills well to support their learning in other subjects.

8. The school has worked successfully to raise standards in writing; this has come about by a whole school effort. For example, the staff ensure that pupils in the infants have a good grounding in how to organise their writing, develop characters in their stories and choose from a range of attention-grabbing words to add interest and excitement for the reader. In the juniors, pupils have been given good chances to develop these skills further in literacy lessons. By the time pupils are in the older classes they use their writing skills well to support learning in other subjects. Writing opportunities in other subjects not only help to develop, for example, greater historical, scientific and geographical knowledge but also enable pupils to practise how to develop their ideas or characters in stories, redraft and improve their work and write for different reasons.
9. At the start of literacy lessons, lively and brisk discussions help pupils to be sharply focused upon what they are to learn in the lesson. This was a strong feature in a Year 2 lesson where the mixture of teaching methods included pupils listening to the teacher, joining in with reading, offering their ideas in discussions and looking for exciting and unusual words in the text. This was particularly effective in keeping pupils interested, involved and motivated to do well. It led on effectively to pupils deciding how they would write their description of a troll. Infant pupils pay close attention to what is being taught and this shows in the way they read aloud with expression, noting when different characters are talking and changing the tone of their voice to depict, for example, the troll in *Three Billy Goats Gruff*. They use the punctuation they see in the text when they come to do their own writing, showing a good understanding of how, for example, commas in a list and capital letters at the start of a sentence and a full stop at the end should be used.
10. In most lessons, pupils of different abilities do well with their writing because the level of demand allows for higher attaining pupils to develop their ideas at a pace suitable for them, whilst lower attaining pupils and those with special educational needs receive timely help from learning support assistants. This often focuses upon encouraging these pupils to have a go at their spellings or asking them if there are more exciting words they could use in their stories, thus probing pupils' range of words and at suitable times suggesting alternatives.

11. Throughout the school, teachers value pupils' efforts and in most lessons seek their ideas and encourage them to answer. Useful guidance for Year 6 pupils in how to write a poem resulted in some lively ideas and helped them to settle quickly to their work giving them the confidence to develop their poetic writing. Lower attaining pupils and those with special educational needs received useful help, for example, in developing the rhythm of a poem.
12. During individual work, pupils in most lessons concentrate well and get on with their tasks because they are clear about what they are doing and resources are effective in supporting learning. For example, teachers used effectively the plan for writing poems in Year 6 and a model of a troll to stimulate interest for writing in Year 2. Group or independent work is often well paced; for example, in Year 1 pupils are given time limits to work to and they enjoy this challenge. In the most effective lessons, teachers remind pupils of what they are learning, and why, and how important it is to use what they already know or can do to help them further.
13. The consistent approaches to teaching writing in the infants and the teachers shared sense of high expectations is reflected in the pride pupils take in their work. Boys and girls of different abilities write clearly, are often accurate in spelling and punctuation and present their work neatly. This consistent approach by teachers continues in most of the junior classes and reflects more successfully in much of the written work in other subjects in the oldest three classes. In these classes, pupils develop their writing skills effectively in subjects such as history, science and geography. For example, pupils in the mixed Years 4 and 5 class used the skills of writing convincing arguments well in letter writing to the President of Egypt about why the Aswan dam should be built and then in subsequent letters why not. This not only strengthened their geographical knowledge of how people can influence the landscape in which they live but also gave good chances to develop the range of words they used and in writing for different reasons. In Year 5, developing the pupils' understanding of how difficult life must have been during the plague was skilfully developed. Pupils reflected a sense of hopelessness and sadness at the plight of the plague victims. In Year 6, pupils organised their writing effectively when writing pamphlets encouraging visitors to an all-weather park.
14. By Year 6, the higher attaining pupils punctuate their work correctly, organise their writing into paragraphs and use interesting words to build a picture in the reader's mind. Average attaining and lower attaining pupils are not always as accurate as the higher attaining pupils or in developing more complex sentences and in the range of imaginative and lively words they use. However, they introduce characters in their stories effectively and use conversation between the characters to bring their writing to life.
15. The standards in writing by Year 6 are above average and pupils make good progress in developing their writing skills during their time at Trumacar.

Pupils enjoy school very much; they work hard and behave very well.

16. Pupils like school very much; they enjoy the range of activities the school offers. Older pupils have the chance to go away on trips that extend their physical skills as well as their learning. Most of the pupils find learning interesting and like the way their teachers encourage them to work hard. Most pupils feel happy and that their efforts are valued. Teachers praise pupils when they do well and this spurs them on to try harder; pupils in Year 1 are proud if they are chosen as the hardworking table!
17. Children in the Nursery and Reception Years like to get involved in activities. For example, at the start of a number lesson, children in the Reception Year listened attentively to the teacher when she told them what they were going to be learning. They all joined in counting aloud with plenty of enthusiasm and pleasure in what they could do. They settled very quickly to their work and concentrated well. In the Nursery, children learn to have care and consideration for others. By the time the children are in the Reception Year, they know how to take turns and when to listen to what others have to say. They are

attentive and curious, and want to learn more; together with their very good behaviour it gives them a good start to their schooling.

18. Throughout the infants, teachers develop these positive aspects of learning successfully. Coupled with the pupils' very good behaviour, classes are happy places to work and learn in. By the time the pupils are in the juniors, they have a positive outlook and know what is expected of them. Most teachers explain clearly to pupils what they are going to learn and why. This helps the pupils to deal with their work with confidence and in almost every instance settle quickly to their work. Boys and girls are willing to offer their ideas and some teachers are particularly effective in posing questions to make sure that all the different groups of pupils are fully involved in the lessons. Older pupils co-operate very well. For example, in a science lesson in Years 4 and 5, pupils knew what they were doing because they listened well to the instructions of the teacher and so organised themselves efficiently when they came to work in groups. The teacher expected the higher attaining pupils to work with a high level of independence and they did this very well. Pupils with special educational needs and the lower attaining had good help from the teacher and the level of demand on them ensured they did not struggle with their work. This had a positive influence upon how much effort the pupils put into their work because they felt fully involved and able to tackle the work. This was also evident in a Year 5 numeracy lesson where the teacher provided steps in learning how to divide one large number by another. In addition, pupils set out their work carefully and checked what they were doing because of the high expectations of the teacher. Positive aspects of teaching such as these develop in pupils good work habits and an interest in their learning.
19. Pupils understand how they should treat others because teachers provide good examples for them to copy. Teachers ensure that pupils understand the difference between right and wrong and this has significant impact upon the very good behaviour of the pupils. Older pupils like the way that adults treat them as 'grown ups' and feel that they are treated fairly. Pupils feel that teachers discuss any incidents fully with them and this helps them to be aware of the impact of their actions on others. This ensures that pupils are treated justly and feel safe. Out on the playground pupils play a range of lively games; they get on very well together and act sensibly.
20. Some of the older pupils like to know how they are getting on; some of the more recent setting of targets for them to aim for in the oldest classes is proving popular with the pupils.
21. The way that most pupils concentrate and show a lively interest in what they are learning, and their very good behaviour, contribute well to the standards the school attains.

Parental views of the school are positive.

22. Parents are pleased with the school because they appreciate the way their children are cared for and the way that most teachers expect their children to do their best. Parents are confident that their children make a good start in the Nursery and that this prepares them well for future learning. This fosters good working relationships between home and school and reflects in the way that many parents of younger pupils regularly hear their children read and help them complete their homework. Most parents feel that the work the school asks their children to do at home is of good quality and helps the children to build upon what has been learned and so they can improve and do even better. However, parents of the oldest children feel that more guidance could be given to their children about the books they read at home; the inspection team supports this view.
23. Parents know that the school wants the best for their children. They appreciate the way that the staff help their children to understand the difference between right and wrong and are rightly pleased with the children's behaviour, which is very good. The ideals that parents hold essential for developing children's understanding of how to behave and treat others are supported and promoted well. Parents indicate that this is because of the way that staff encourage pupils to care for others and the very good relationships their children have with their teachers. A good example of how the school encourages a sense of care

and consideration came through in an assembly, when children were asked to think about whom it is easy to help and whom it is difficult to help. Through listening to a modern day account of the story of the Good Samaritan, pupils developed a clear understanding of how important it is to put prejudices to one side and treat others in the way you would like to be treated yourself.

24. Parents find the staff approachable; staff are willing to find spare time to talk to parents about how well their child is doing and parents appreciate this contact. Parents know they can talk over problems with teachers safe in the knowledge that they will receive accurate information and prompt action. Parents of pupils with special educational needs feel that the school is quick to contact them over a problem and that they are kept fully involved until the situation is resolved. This sort of contact strengthens the parental partnership because parents know they are being listened to and that the school recognises the importance of their involvement in their children's learning.
25. There is a very active and supportive Friends of Trumacar group who raise substantial funds for the school. The events they organise are well attended. The school very much appreciates the contribution this makes to teaching and learning, particularly more recently in ICT and physical education. The group is made up of both members of the local community and parents. Some parents at the meeting before the inspection suggested that they do not always know about the Friends of Trumacar meetings. However, the pupils take information in newsletters, outlining dates, times and venues and inviting interested parents to attend.

WHAT COULD BE IMPROVED

The thoroughness of checking how well pupils are doing in the juniors to focus support more effectively and raise standards further in reading and mathematics.

26. Since September 2001, the headteacher has been compiling information about individual pupils' attainment and using this information to set targets for standards in each of the classes. This is a positive move and leads towards a joint responsibility for raising standards in the school. However, interpreting this information is not rigorous enough in identifying how well individual pupils are doing. For example, the school's own information shows that some higher attaining pupils did not do as well as expected during their time in the juniors in reading, mathematics and to some extent science. Why this had happened has not been investigated either by the headteacher or those staff with responsibility for co-ordinating English and mathematics, although the science co-ordinators were aware that science was relatively the weakest of the three subjects by Year 6. The areas for improvement identified by subject co-ordinators are not precise enough because the collating of this type of information is only in its infancy. There has been no investigation into the responses pupils make in the tests they take at Year 2 and Year 6, which would possibly help identify where the pupils' strengths lie and where improvements are needed.
27. Standards could be higher in reading in the juniors. The present arrangements for teaching and developing reading skills in the oldest classes in the school are not rigorous enough. There is not enough guidance for pupils about what books they should be choosing to challenge them and to extend their reading skills further. This shows in the way the higher attaining pupils find it more difficult to discuss the underlying features of a story or suggest what the writer might mean. In discussions, they tend to describe what is happening in the story rather than why a character might behave in a certain way. Pupils are keen to read and explain the type of books they like and why. For example, one pupil talked avidly about his love of poetry books but said these are limited in number. His choice, when not able to obtain a poetry book to read, was from one of the published reading schemes and too easy for his level of ability. He had no guidance from the teacher about the suitability of this text. In Year 6, the guided reading sessions do not have enough variation in the difficulty of the text to challenge the higher attaining pupils nor do the questions always probe their level of understanding or encourage them to voice their opinions. In terms of focusing support for lower attaining pupils, some of the present Year 6 who are attaining below the level

expected for their age receive no additional support from the school's special educational needs programme whilst others do.

28. In mathematics, a similar pattern of some of the higher attaining pupils not doing as well as expected reflects some of the unnecessary repetition of work in the lower juniors. This does not ensure that pupils make the best possible progress and they mark time. The headteacher is aware of where the strengths in teaching lie and where staff need extra support. During the inspection, whilst some good features of teaching were seen in the juniors there were also weaknesses. These related to the demand placed upon pupils in the lower juniors in literacy lessons and, to a lesser degree, support for the lower attaining pupils in a Year 6 numeracy lesson. In both literacy lessons the choice of text was too hard for the lower attaining pupils and too easy for the higher attaining pupils, leading to one group struggling to complete the task and the other wasting time. In one of the literacy lessons and in the numeracy lesson, not enough explanation was given to ensure that the lower attaining pupils fully understood and by the end of the lesson, these pupils did not have firm grasp of what they had been expected to learn. The monitoring and evaluation of teaching and learning have been largely informal and staff do not have targets set for them to improve their work; this leads to variation in the quality of teaching in the juniors. This contributes to the slowing down in some pupils' progress and is evident not only from the data the school has from outside sources but also from their own collection of information.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The headteacher, senior managers and governors should:

Raise standards further in reading and mathematics by:

- Investigating more rigorously and taking prompt and effective action to check any slowdown in pupils' progress in reading and mathematics.
- Taking effective action to identify weaknesses in teaching and providing clear guidance and points for improvement for teachers, particularly in the lower juniors.
- Improving the arrangements for teaching reading, particularly in the older junior classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	3	5	1	1	0
Percentage	7	21	21	36	7	7	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	279
Number of full-time pupils known to be eligible for free school meals	0	87

FTE means full-time equivalent.

0

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	59

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	16
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	22	22	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	19	19	20
	Total	38	37	40
Percentage of pupils at NC level 2 or above	School	86 (93)	84 (90)	91 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	20	20
	Girls	19	19	20
	Total	35	39	40
Percentage of pupils at NC level 2 or above	School	80 (95)	89 (95)	91 (98)
	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	14	28	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	25	23	24
	Total	37	35	37
Percentage of pupils at NC level 4 or above	School	88 (87)	83 (82)	88 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	26	22	24
	Total	39	34	37
Percentage of pupils at NC level 4 or above	School	93 (82)	81 (76)	88 (87)
	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	1
Chinese	1
White	236
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)	13
Number of pupils per qualified teacher	24.5:1
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14:1
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	7:1

FTE means full-time equivalent.

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	2
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	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	2001/2002
	£
Total income	691681
Total expenditure	657435
Expenditure per pupil	2121
Balance brought forward from previous year	72350
Balance carried forward to next year	106596

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	293
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	4	1	0
My child is making good progress in school.	48	44	4	0	4
Behaviour in the school is good.	57	35	6	0	2
My child gets the right amount of work to do at home.	45	35	15	2	3
The teaching is good.	62	31	2	1	3
I am kept well informed about how my child is getting on.	43	29	24	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	1	0
The school expects my child to work hard and achieve his or her best.	62	34	2	0	2
The school works closely with parents.	39	43	14	2	3
The school is well led and managed.	53	43	1	1	2
The school is helping my child become mature and responsible.	45	48	2	1	5
The school provides an interesting range of activities outside lessons.	48	31	7	4	10