

INSPECTION REPORT

Warmingham CE (VA) Primary School

Warmingham

LEA area: Cheshire

Unique reference number: 111345

Headteacher: Christine Norman

Reporting inspector: J. Ann Sharpe
18101

Dates of inspection: June 10th - 11th 2002

Inspection number: 245919

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Lane
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Cheshire

Postcode: CW11 3QN

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Appropriate authority: The governing body

Name of chair of governors: Mike Sant

Date of previous inspection: 23rd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warmingham CE (VA) Primary is a very small village school serving the parish of St Leonard's Church. The 54 pupils (28 girls and 26 boys) are taught in three mixed-age classes. Only about a third of the pupils live locally, and two-thirds travel to school by bus or car from Crewe and Middlewich. Pupils are from mixed social backgrounds, although at the time of the inspection, there were no free school meals. Almost all the pupils are white and none speak English as an additional language. Of the six pupils on the special needs register, two have statements of special educational needs. This is a proportion well below the national average. The achievement of four-year-olds when entering school is average. During the last year, there has been a high turnover of teachers, and the school has very recently changed the way that it organises pupils into classes in the afternoons. Two of the four teachers joined the staff this term.

HOW GOOD THE SCHOOL IS

This friendly, caring and welcoming school gives its pupils a good quality of education. Pupils achieve well academically and socially because staff, governors and parents give equal importance to both these aspects of the work of the school. A particular strength at the moment is the very good progress being made in making provision for pupils to learn information and communication technology (ICT) skills. The good leadership by the headteacher and governors keep the school moving forward and make sure that any difficulties are overcome. The school gives good value for the funding it receives.

What the school does well

- Pupils achieve well in reading and number work, owing to good teaching.
- The standard of pupils' work in ICT is rising quickly because of help from the subject leader.
- Pupils behave well and have good attitudes to their lessons and towards other people.
- The headteacher and governors make sure that the school keeps on improving.
- Many parents think very highly of the school and are pleased that their children can attend.

What could be improved

- Teachers sometimes plan work that is either too easy or too hard for their pupils.
- Owing to staff changes, there has been a delay in finding out what the school needs to improve next and agreeing on a helpful action plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When considering the drawbacks of staff changes and the difficulties of organising teaching and the curriculum in a very small school, there has been a good amount of improvement since the last inspection in March 1998. Most of the key issues in the report have been put right, but pupils' work is still not always pitched at the right level. National Curriculum test results have improved, as has the standard of pupils' work in mathematics. The school has responded well to several national initiatives, including improving teaching in literacy and numeracy. It has been particularly successful with improving provision and teaching in ICT.

Pupils' attitudes, behaviour and attendance have also improved, along with provision for their spiritual development and links with the church. Parents' views of the school are more positive now than in 1998.

STANDARDS

The school's National Curriculum test results are not included in this report because too few pupils were tested to give an accurate picture of their attainment. The results of tests for pupils in Year 6, however, suggest that standards are rising over time in English, mathematics and science. Girls and boys achieve well, and the standard of their work at the end of the reception year and by the end of Year 2 and of Year 6 is above average, overall. Pupils make greatest progress in reading, number work and ICT. In writing, pupils' handwriting and presentation let them down when teachers do not expect highly enough of them. Children in the reception class settle quickly at school and get off to a good start with learning to read, write and work with numbers. Governors set targets for the National Curriculum test results based on teachers' knowledge of individual pupils, and the 2001 targets for English and mathematics were met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils come to school happily, try hard and show interest in their lessons.
Behaviour, in and out of classrooms	Good. Pupils know that good behaviour is expected and rarely let their teachers down.
Personal development and relationships	Good. Pupils get along well together and become more mature and sensible as they grow older.
Attendance	Very good. Attendance figures are well above the national average and the school has no unauthorised absences.

Pupils' good attitudes and values create a positive atmosphere for their learning and help them to benefit from their lessons. Teachers can concentrate their attention on pupils' learning and do not have to spend time dealing with behavioural problems.

TEACHING AND LEARNING

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

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

A good quality of teaching overall ensures that all pupils make good progress over time. Good teaching in English and mathematics, particularly in literacy and numeracy lessons, helps pupils to acquire the basic skills of reading, writing and number work. Very good teaching in ICT furthers pupils' learning in most subjects because they learn new skills and practise them regularly. Teachers expect pupils to behave well and encourage them to do so by their firm but friendly approach. They are good at asking questions that make pupils think

hard and explain their answers. This improves pupils' listening and talking skills. Teachers are good at teaching reading and pupils enjoy learning to use books and the Internet to assist their learning in other subjects. Teachers could do more, however, to improve pupils' handwriting and presentation. Although they sometimes tell pupils what they are going to learn in lessons and set them general targets for improvement, the pupils know very little about what teachers want them to aim to get better at over time. Teachers know pupils well as individuals and often set them harder or easier work according to their ages. They do not always match this precisely to the levels that pupils have already reached in the National Curriculum or, in the case of children in the Reception class, to the Foundation Curriculum. because teachers motivate them, all pupils show good levels of interest, enthusiasm, concentration and ability to work by themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements. Staff have still to make adjustments following the recent change to how pupils are organised in classes. The curriculum for children in the Foundation Stage needs modifications to match national guidelines fully. Very good links with the community enrich the curriculum well.
Provision for pupils with special educational needs	Good. Pupils benefit from extra help when they need it so that they can take a full part in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides many opportunities through both the National Curriculum and the life of the school to broaden pupils' experience and understanding of the world in which they live. This assists their personal development well and prepares them for their next stage of education and for their adult lives in a mixed society.
How well the school cares for its pupils	Good overall, with satisfactory procedures currently for child protection. Staff watch over pupils' day-to-day welfare carefully and provide help and support sensitively whenever it is needed.

The curriculum for ICT is very good because it is based on a clear knowledge of what pupils need to learn to do and gives them regular opportunities in most subjects to apply their new skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a strong and positive lead to staff and governors in taking the school forward. Teachers have responsibility for leading subjects, but owing to staff changes, most have yet to find out where the school needs to improve most.
How well the governors	Governors are very supportive, take their responsibilities

Aspect	Comment
fulfil their responsibilities	seriously and are keen for the school to keep on improving. They know the difficulties of managing small schools and seek ways to overcome them. The school improvement plan (SIP) needs to provide more guidance about the way forward.
The school's evaluation of its performance	Satisfactory. Owing to staff changes, the school's plans for further training in this area have been delayed. In the absence of reliable National Curriculum test data, the headteacher and governors have started to find other ways of checking how well the school is doing.
The strategic use of resources	Good. Governors link their spending to the priorities in the SIP and make sure that funds are spent on pupils' education.

Very good leadership and management of provision for ICT are lifting the standard of pupils' work quickly. Since last September, the headteacher and governors have shown strong determination to continue to provide a good quality of education while overcoming the difficulties created by staff changes. The school applies best value principles soundly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most feel well informed about how children are doing and are comfortable talking to staff. • Teaching is good and children make good progress. • The school is well led and managed. • Children like school, behave well and become mature and responsible • Staff know and teach children as individuals. • Parents like the recent re-organisation into three classes in the afternoons. • Improvements to the school building are appreciated. 	<ul style="list-style-type: none"> • A few parents would like better supervision in the playground before school starts. • A few parents think that handwriting and spelling has slipped back recently and that the homework policy is not always followed. • A few parents think that there are few opportunities for sport and too few physical education lessons. • Parents have been concerned about frequent staff changes.

Inspectors largely agree with parents' positive views of the school. The proportion of questionnaires returned was much larger than in most schools, and almost all parents were very pleased with the school. The school has now improved arrangements for supervising pupils as they arrive at school. Concerns about the standard of handwriting are justified, but pupils' spelling is above average, overall. The homework policy is usually followed. For such a small school, there are plenty of opportunities for sport throughout the year, and the headteacher has already increased the time set aside for physical education lessons for the younger children. Staff changes are beyond the control of the school, and the new teachers are quickly getting to grips with what they need to do.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in reading and number work, owing to good teaching.

1. Teachers put a lot of emphasis on teaching pupils to read, write and work with numbers. The school follows the national guidance about teaching literacy and numeracy, and teachers work hard to try to match the programmes of work to classes of mixed-age pupils. They are particularly successful with teaching reading and number work and pupils achieve well.
2. In reading, children in the Reception Year quickly learn that individual letters of the alphabet and groups of letters represent sounds and build up into whole words. The teacher understands how important this is if children are going to get off to a good start with both reading and writing. The children learn to enjoy listening to stories and talking about books during literacy lessons with pupils in Year 1. The teacher questions them carefully so that they learn to look for clues about what words say and what sentences mean. Children handle books correctly, use the words associated with books, such as *page* and *title*, spot words that rhyme and most can read simple books with the help of an adult. Pupils in Years 2 and 3 continue to build up their knowledge and use of the sounds represented by letters, but they also become skilled with using a range of other methods of reading new words. Their teacher has a good understanding of the National Literacy Strategy and pupils learn to use the correct terms, such as *phoneme*, when talking about their work. Most pupils in Year 2 read a variety of books fluently, confidently and with expression. They have a very good knowledge of the terminology of books, such as *blurb*, *glossary* and *index*, and they explain what these mean. Pupils in Years 4,5 and 6 continue to make good progress. Their teacher is good at finding ways to encourage them to read even more carefully and to discuss the deeper meanings within a wide variety of texts. Pupils in Year 6 read a good range of books and texts, including research information from the Internet. Their knowledge and understanding of how to use reading skills to extend learning in all subjects is very good.
3. Children in the Reception Year make good progress with learning to count and to recognise and write numbers by taking part in numeracy lessons with pupils in Year 1. In Years 2 and 3, pupils learn to add, take away, multiply and divide increasingly large numbers and most of their calculations are correct. In their lesson, pupils in Year 2 applied their understanding of numbers to the idea of *fractions* and made good progress with learning to recognise and find one half and one quarter of shapes and small numbers. Pupils in Years 4, 5 and 6 extend their knowledge and understanding of numbers and learn to apply these to many areas of mathematics, such as measurement, money, time and data handling. Their teacher puts a lot of emphasis upon teaching pupils to understand and use the vocabulary of mathematics, such as *prime numbers*, *divisible* and *multiples*. This helps pupils to learn to explain their thinking more precisely when answering the challenging questions that their teacher asks them. Pupils in Year 6 calculate quickly both mentally and on paper, often working with large numbers and showing a good understanding of the value of each number according to its position within a total number. During the inspection, they used computers to devise questions for younger pupils to answer, showing a good understanding of the idea of partitioning numbers. The teacher helped pupils to enjoy thinking hard and to have a sense of achievement and pleasure from calculating accurately. Pupils' task for homework gave them a worthwhile opportunity to do some work independently.

4. Pupils' good achievement in all classes in both reading and number work is a result of teachers' high expectations that pupils will listen carefully, behave well and try hard. Teachers have a good level of personal expertise that enables them to explain new work to pupils correctly and clearly. Teachers want pupils' learning to be enjoyable and interesting and they work hard to find ways to make it so. Consequently, pupils show enthusiasm and are not afraid to offer answers to questions and to explain their thinking.

The standard of pupils' work in ICT is rising quickly because of help from the subject leader.

5. Staff benefit greatly from the support and guidance of the visiting subject leader. She is a relief teacher whom governors employ for one day each month, and who has a specialist background in ICT and staff training. The subject leader guides staff very well in putting a policy into practice and in providing the right resources for the pupils to make progress. Other teachers value this support and are very keen themselves to improve their knowledge, understanding and skills. The funds set aside for this support and the resources represent very good value for money because of the pace at which both staff and pupils are learning. Teachers are becoming more confident to incorporate ICT into lessons in several subjects, and they achieve a good balance between teaching pupils new skills and providing opportunities for them to practise both in classrooms and in the library. When the subject leader teaches groups of pupils in the computer room, teaching and pupils' learning are very good. As part of a numeracy lesson during the inspection, pupils in Years 2 and 3 learned that control devices must be programmed and that they can follow instructions containing numerical data. The teacher used the very good quality equipment to great advantage when helping pupils to learn what to do. She kept a watchful eye on all the pupils, put them right when they were unsure, and they were thrilled about trying out the new ideas.
6. As a result of the very good provision, pupils in all classes have started to make very good progress and the standard of their work is rising. They are confident to use new technology in several different ways, and their experiences at school make a very good contribution to their social development. Pupils all have their own floppy disks and take a pride in saving their work. They work alone, in pairs or small groups, sharing equipment and ideas sensibly and enthusiastically. Teachers can trust pupils to work independently without close supervision and to look after the equipment. This was seen when older pupils took turns to work on their individual mathematics programs. Pupils in Year 6 teach pupils in Year 4 and pupils in Year 4 use computers to write stories for younger pupils.
7. The subject leader has started to collect a portfolio of pupils' work showing their attainment and progress over time. This shows that the youngest pupils use a computer program to help them to learn to recognise numbers, count, record their ideas in a bar chart and create pictures using a painting program. Those in Year 1 combine text with graphics when making booklets about their pets. Pupils in Years 2 and 3 send and receive e-mails, follow instructions to make a ladybird travel to different flowers and use a mouse to *click and drag* on the screen. They combine more complex text with graphics as part of their work in geography and they import graphics to create a background for a piece of writing. The older pupils use LOGO to travel along a local routeway, create new routes and find destinations. They create designs by following instructions and by using a repeat command. They scan autumn leaves to inspire their writing of a poem and overlay graphics with text. When word processing, they know how to change fonts, delete text and present their work creatively, as when

they made a book of poems *in the style of* a certain poet for display in the classroom. They use the Internet as part of their work in several subjects, as when they studied the work of a well-known author and found related text for themselves. Staff and pupils are particularly proud of their web-site, which some of the older pupils played a significant part in preparing.

Pupils behave well and have good attitudes to their lessons and towards other people.

8. Staff and governors put a lot of emphasis on pupils' personal development as part of the curriculum and the life of the school. They are successful in their aim of providing a welcoming, friendly, caring school with a *family* atmosphere where pupils feel safe and valued. As a result, pupils come to school eagerly, their attendance rate is very good and there are no unauthorised absences. Parents say that their children are keen not to miss school and prefer not to have school holidays at all. Teachers have positive relationships with their pupils and are good role models for them. They show care and concern for their pupils' welfare and provide sensitive support when necessary. In lessons and around the school, staff have high expectations that pupils will behave well and show kindness and consideration towards one another. They provide a lot of opportunities for pupils to learn to work together co-operatively. This was seen when pupils in Years 2 and 3 worked in pairs and small groups in their literacy lesson, and one pupil spontaneously helped another pupil who was having difficulty because her arm was in a sling.
9. Good provision for pupils' spiritual, moral, social and cultural development has a positive influence on their work and progress at school. Assemblies are important occasions when staff encourage pupils to think about the deeper meanings of their lives. In an assembly on a theme of *precious things*, for example, pupils listened carefully and suggested reasons why certain things are precious to people. Some volunteered to explain the moral within the story. During assemblies, pupils sing with enthusiasm and their singing is of a good standard. During one assembly, the importance of building harmonious relationships between people from different cultures was stressed. Teachers seek similarly thoughtful ways to link lessons in subjects with pupils' personal development. Pupils in Years 4, 5 and 6, for example, link their work in literacy and art and design on a theme of *patchwork* with the idea of making a *cloth of memories*. This work will form the basis of a special assembly at the church for pupils who will be leaving the school shortly. Each pupil will leave behind a piece of sewn patchwork to reflect his or her own special memories of the school. The pupils will plan and conduct their own church service.
10. During the inspection, all but the younger pupils in the school took part in a workshop led by a well-known visiting group from Africa. They watched with sheer delight, surprise and awe as the group performed songs and dances for them. They later worked hard and persevered with learning dances and movements so that they could join in performances themselves at the end of the session. They thoroughly enjoyed the experience and showed great appreciation of the creative expressions of people from a very different background to their own. There was a tremendous sense of co-operation between staff, visitors and pupils as all joined in and helped one another. These very good links with the local and wider community, including links with the local church, enhance the curriculum well. Pupils take part in regular, well-chosen educational visits including residential visits. The pupils who attend the extra-curricular French class work very hard and show a lot of enthusiasm and pleasure in learning to speak another language.

11. Work in art and design for pupils in Years 4, 5 and 6 is another example of thoughtful planning by teachers who are keen to further pupils' personal development. Pupils have looked at the work of a famous artist and produced their own pictures in the same style. They have used sketchbooks to develop their ideas and written sensitively about what they have learned and what they think about the works of art. Similarly, a lot of pupils' work has a strong focus on literature and poetry, and teachers look for opportunities to encourage them to think, talk and write in thoughtful ways. The anthology of poetry written by the oldest pupils, for example, will be shared with others as part of the forthcoming leavers' assembly.
12. As a result of this good, and sometimes very good provision, pupils grow to be increasingly thoughtful, caring, well behaved, interested and enthusiastic learners. They can work by themselves or with others and can be trusted to do what they have been asked to do when teachers are working with other pupils in the class. Teachers rarely have to spend time dealing with behavioural problems and this means that they can concentrate all their efforts on pupils' learning. The school prepares pupils well for their next stage of education and for their future adult lives in our mixed society.

The headteacher and governors make sure that the school keeps on improving.

13. The headteacher and governors are well aware of the difficulties in managing a very small village school and they work hard together to overcome them. They are keen, for example, to make improvements to the 19th century premises and are currently negotiating to secure use of land behind the school. They respond to changing needs and circumstances, as when they recently changed how pupils are organised into classes throughout the day. This was in response to problems that teachers found with having three classes in the mornings and two classes in the afternoons. The headteacher and governors seek parents' views of the school. All comments from parents in response to a questionnaire last year were analysed, and the few concerns noted were dealt with. Following the parents' meeting as part of this inspection, the headteacher responded rapidly to each point brought to her attention. Concerns about morning supervision, for example, were addressed by organising a rota of teachers to supervise pupils arriving at school, whether on foot, by car or on the two school buses.
14. The headteacher and governors know that, owing to the small year groups, National Curriculum test results are not reliable as indicators of comparisons with schools nationally or with similar schools. They know that they must look closely at the progress of individual pupils and are compiling computer data to enable teachers to track this closely and to set targets for their future progress. Governors understand that, if they increase spending on staffing to keep class sizes small, they must appoint good teachers and have effective procedures for managing their performance. They set appropriate targets for the headteacher, and work closely with her. Governors take on extra individual responsibilities, such as overseeing improvements in provision for ICT and the Foundation Stage, and they take their own training and development seriously. They know what the school's priorities are and keep abreast of progress. They understand the importance of managing the budget carefully, and have a longer-term view of how much money they will need in the future to maintain staffing levels.
15. The headteacher works very hard, including teaching a class of pupils for almost half of each week. She has no deputy headteacher to delegate some of her many responsibilities to. She has a clear vision of what she wants for the school and deals competently with obstacles, such as the unexpected and frequent changes of teaching staff this year. She gives a strong lead with taking the school forward and making sure that it meets its aims. Even in the face of great difficulties owing to very recent staff

and organisational changes, she approached this inspection positively and very professionally.

16. Since the last inspection, the headteacher and governors have ensured that the school responds to each new national initiative, such as literacy and numeracy hours, provision for children in the Foundation Stage, new arrangements for managing the performance of teachers and extending resources and training for staff in ICT. During this time, National Curriculum test results for 11-year-olds in English, mathematics and science have risen to a greater extent than the national trend, and results for seven-year-olds in reading, writing and mathematics have risen significantly.

Many parents think very highly of the school and are pleased that their children can attend.

17. About 70 per cent of pupils at the school do not live in Warmingham village, and their parents have been successful with applications for their children to attend the school of their choice. A far larger proportion of parents returned inspection questionnaires than is often the case, and all but a very small minority of them indicated great satisfaction with the school. Not as many parents attended the inspection meeting, and when asked, some said that they did not come because they are very pleased with the school. Those parents who did attend expressed mainly positive views. Inspectors spoke to other parents during the inspection, and all but a tiny minority praised the school and its staff highly.
18. Parents particularly welcome improvements to the building, the introduction of literacy and numeracy hours and the recent re-organisation of pupils into three classes in the afternoons. They think that teaching is good and find teachers approachable and helpful. Parents like the fact that the school is small, friendly and part of the community, and that staff know their children as individuals and give them a lot of attention. This makes children happy at school and encourages them to want to come. Parents like the fact that staff work hard to ensure that children behave well and that children learn the differences between right and wrong. They think that the school helps children to do their best and promotes the kind of attitudes and values that help them to become increasingly mature and responsible. Almost all parents who returned the questionnaire think that the school is well led and managed.
19. The headteacher and governors are very keen to ensure that parents are satisfied with their children's education. They respond quickly to parental concerns if changes are in the best interests of the pupils. Consequently, parents' views of the school have improved since the last inspection. The good relationships between staff, governors and parents help pupils to know that their education is important and to want to please their teachers. This makes a significant contribution to the progress they make at school.

WHAT COULD BE IMPROVED

Teachers sometimes plan work that is either too easy or too hard for their pupils.

20. Staff are well aware of the difficulties they face with matching national programmes of work intended for pupils in single-age classes to pupils in mixed-age classes, and they try to find ways to overcome them. They know their pupils well and, in many respects, cater for their individual needs in lessons. In literacy and numeracy lessons, for example, teachers decide where best to pitch the main focus for lessons and then set harder or easier work for groups of pupils. Teachers have recently started to compile

detailed records of what pupils already know, understand and can do in the subjects of the National Curriculum. They do not yet take full account of this information, however, when planning what pupils of differing levels of attainment should learn next and when setting them targets to aim for. This sometimes results in brighter pupils marking time and others struggling with work that is beyond them, including pupils with special educational needs.

21. The curriculum is based on a cycle of topics that enable pupils to cover the content of the subjects of the National Curriculum over time. While this often means that pupils make meaningful links between different subjects, it also results in pupils not making the progress they could in the skills associated with individual subjects. Some of the pupils' previous work in all classes and in subjects such as science, geography, history and religious education is the same for all pupils in the class, regardless of their age or prior attainment. Some of the work, such as copying, word searches and worksheets that require pupils to add a few words or colour things are not sufficiently based on the skills that they should be learning next. This holds pupils back at times and shows that teachers can still improve on the way that they assess pupils and use the information they gather to pitch work at the right National Curriculum level.
22. The fact that children of reception age are taught with pupils in Year 1 presents a particular difficulty for the class teacher. She has only been teaching at the school since the beginning of term and is teaching children of this age for the first time. She has the task of planning lessons from two distinctly different, although overlapping, curriculum frameworks and the national guidance about them. The teacher understands that the needs of children of reception age are often different from those of pupils in Year 1 and she tries to find ways to teach both age groups together successfully. As with teachers in other classes, however, she does not take full account of all the information she has about what children already know, understand and can do. This means that children's learning time is not always planned and used rigorously enough in helping them to move on to the next stage of their learning. Lessons in science and geography, for example, are timetabled for the whole afternoon. There are too few opportunities during these times for children to learn to respond to increasingly challenging questions and problems posed by adults about the world in which they live. When they play and select activities for themselves, there is not much in the classroom to stimulate their curiosity and to encourage them to want to find out more. Children join in work that is closely aligned to the National Curriculum along with pupils in Year 1 when they have not attained all the national Early Learning Goals that are set for children at the end of the Reception Year. The school improvement plan (SIP) shows that staff and governors understand the need to look closely at practice in the Foundation Stage, and they have already started to do so.
23. The SIP indicates that staff and governors plan to improve arrangements for keeping records of pupils' attainment and progress during next school year. This work needs to include using the information gathered to plan work for pupils that leads them towards attaining the next National Curriculum or Foundation Curriculum level.

Owing to staff changes, there has been a delay in finding out what the school needs to do to improve next and agreeing on a helpful action plan.

24. Two new teachers who started at the school in September 2001 left again after two terms, and two of the four teachers currently in the school were new after Easter 2002. This means that involvement in the Cheshire School Improvement through Self Evaluation Project (SISE) has had to be put on hold. The school's plans for developing the role of teachers with responsibilities for leading subjects form a large part of the

2002/3 SIP, and these plans have also been delayed until new teachers are settled in. This means that, with the exception of ICT, subject leaders do not know much about the strengths and areas for improvement in pupils' attainment or in teaching and learning across the school. Although teachers have job descriptions, they are not yet fully aware of what their duties and responsibilities are in respect of the subjects they are overseeing. Since Easter, two teachers have had some time out of their classrooms to concentrate on developing the curriculum, and staff plan to resume their training as part of the SISE.

25. The SIP devotes a section to each subject of the curriculum and to provision for children in the Foundation Stage. While these sections often describe the action needed as *to review standards throughout the school*, the criteria for success are usually too broad and vague to be capable of being evaluated by staff and governors at the end of the given time scales. In art and design, design and technology, geography, history, music and physical education the criteria are *standards raised throughout the school through improved teaching and learning*. There is no detail yet to identify how staff will know that standards have risen and which aspects of teaching need to improve. This is because subject leaders do not yet know where standards need to rise and how teaching needs to improve. It is difficult, therefore, for governors to check that work has been completed successfully, and that standards are rising and teaching is improving as a result of the funding they set aside for these specific purposes. A priority for 2002/3 is to develop the role of curriculum leaders, but even this does not specify exactly what the teachers will need to begin to do in order to become effective in their new roles. This delay in finding out what needs to improve most urgently and agreeing a clear action plan has held the school back this year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should:
- (1) plan pupils' work and set them targets that take full account of what they already know, understand and can do and of the level they have reached in the National Curriculum or in the Foundation Curriculum for children in the Reception Year
 - (2) re-start procedures for staff and governors to find out what the strengths and areas for improvement are in the standard of pupils' work, teaching and learning. This should include agreeing what the role of subject leaders will be and formulating a clear action plan to be followed and evaluated.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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Number	0	1	6	2	0	0	0
Percentage	0	11	67	22	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 ten 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)	N/a	54
Number of full-time pupils known to be eligible for free school meals	N/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register		6

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	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	4.6
National comparative data	5.6

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	7	8

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	4	8

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 school is not required to publish the test results because there were too few pupils tested to provide an accurate picture of their attainment.**

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	46
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)	3.6
Number of pupils per qualified teacher	15
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	28

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.9
Number of teachers appointed to the school during the last two years	3.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	2001/2
	£
Total income	165,843
Total expenditure	164,790
Expenditure per pupil	3,052
Balance brought forward from previous year	23,565
Balance carried forward to next year	24,618

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	28 (73.7%)

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	14	7	0	0
My child is making good progress in school.	68	29	4	0	0
Behaviour in the school is good.	68	29	0	0	4
My child gets the right amount of work to do at home.	54	36	7	4	0
The teaching is good.	71	25	0	0	4
I am kept well informed about how my child is getting on.	75	21	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	93	4	0	0	4
The school works closely with parents.	64	25	11	0	0
The school is well led and managed.	71	21	0	7	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	50	25	7	7	11

NB. In the above table one parent represents 3.6%

Main points arising:

- Children enjoy coming to school.
- Children make good progress.
- The school gives children a lot of individual attention.
- Staff are welcoming and helpful.
- The school keeps parents well informed of their children's progress and general affairs of the school.