

INSPECTION REPORT

**HESWALL ST PETER'S CofE AIDED PRIMARY
SCHOOL**

Heswall, Wirral

LEA area: Wirral

Unique reference number: 105079

Headteacher: Mrs J M Russell

Reporting inspector: Mrs Bernice Magson
18143

Dates of inspection: 16 – 17 September 2002

Inspection number: 246440

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 - 11

Gender of pupils: Mixed

School address: Thurstaston Road
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Wirral
Merseyside

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Appropriate authority: The governing body

Name of chair of governors: Revd Dr J Gibbs

Date of previous inspection: 24 February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE Primary School is situated in Heswall on the Wirral. It is a church aided school, serving pupils from the parish of Heswall and the surrounding catchment area, consisting mainly of private housing. There are 290 pupils on roll, which is similar to the last inspection in 1998. Children are admitted full time into the reception class in either the September or January closest to their fifth birthday. In the autumn term the younger children attend school part time. The school has two per cent of its pupils on the register of special educational needs, all with learning difficulties. This is much lower than the national figure. There are very few pupils who are eligible for free school meals, much lower than the national average. Pupils from minority ethnic groups are thinly represented at the school, and all speak English as their first language. Attainment on entry varies, but is well above average overall.

HOW GOOD THE SCHOOL IS

The school is a very effective learning environment in which pupils achieve very high standards at seven and eleven years of age and the quality of teaching is very good overall. The headteacher, governors and senior management team provide strong leadership and management and ensure that the school gives very good value for money.

What the school does well

- Very good teaching of a rich curriculum enables most pupils to achieve very high standards in English, mathematics and science by the age of 11.
- The headteacher provides very good leadership of the school and is very well supported by the governors and senior management team.
- Pupils have very positive attitudes to their learning and enjoy coming to school.
- The school has a very strong partnership with parents, the church and wider community.

What could be improved

- Subject coordinators and governors are not rigorous enough in monitoring the work of the school. The monitoring of teaching carried out by the headteacher is too narrowly focused.
- The Foundation Stage as a key stage in education is not yet fully developed.

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 February 1998. Since this time there have been good improvements in addressing the key issues of the inspection. Pupils' progress in Years 3 and 4 has improved because teaching is of a higher quality. Teachers make greater use of assessment and, in their short term planning, identify precise lesson objectives more closely matched to pupils' needs. Regular monitoring of pupils' learning now takes place across the whole school. Timetable changes have ensured that children in the Foundation Stage of education have regular opportunities for physical activities, although outdoor provision remains a difficulty because of the school site. Communication with parents has been addressed and families receive more information about the curriculum and homework. The school has responded well to national initiatives. Pupils receive a wide and varied curriculum. There is a high percentage of very good teaching at all levels and in all key stages. National test results for 11 year olds have remained consistently very high in English, mathematics and science, and are very high compared both with other schools nationally and with similar schools.

STANDARDS

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

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

Key	
within top 5% of schools	A*
well above average	A B
above average	
average	C D
below average	
well below average	E

Over the past three years the results achieved by 11 year olds in the national tests in English mathematics and science have been consistently very high, both in comparison with results nationally and those achieved by pupils in schools of a similar type. The performance of pupils in English and science is a particular strength. These standards place pupils within the top five per cent of schools, both nationally and in similar school comparisons. School targets for pupil achievement have been exceeded in all test results in the last two years. The good quality assessment data shows that the present class of 11 year olds is also making very good progress. Many are already achieving standards well above expected levels for their age in English, mathematics and science, and set to achieve the school's challenging targets. The inspection findings support these results. The performance of seven year olds is well above expected levels nationally in writing and mathematics, and above those of other pupils nationally in reading. Trends in Key Stage 1 results over three years also show consistently high standards, although with a small decline in 2001. In 2001 these reception aged children made good progress, but lower standards on entry to school had an effect on their results at seven. Most children in the Foundation Stage of education achieve standards well above expected levels in all areas of learning and make good progress in the reception year. Inspection findings confirm these standards in Key Stage 1 and in the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and show a keen interest in their work. They have sensible mature attitudes to learning and take great pride in their finished work.
Behaviour, in and out of classrooms	Very good. Pupils are well mannered, polite and have a good understanding of school rules in lessons and at play.
Personal development and relationships	Very good. Pupils relate well to each other and to adults. There is a very good mutual trust and respect between pupils and adults.
Attendance	Very good. Attendance is well above the national average. Pupils arrive punctually at school.

Pupils' positive attitudes to their learning and towards each other are a strength of the school. They have well developed social skills, cooperate and play well together and respect the views of others. In the classroom they are eager to learn and work hard to succeed. Attendance is very good because pupils enjoy coming to school.

TEACHING AND LEARNING

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

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

The teaching is good or better in nine out of ten lessons and is very good in four out of ten. In very good lessons the teachers are enthusiastic about their subjects and introduce pupils to a wide variety of interesting activities with a smooth transition across the learning experiences. They plan lessons that are carefully based on pupils' prior learning, and pay particularly good attention to developing links between curriculum subjects. Teachers are skilled at asking questions, which encourage pupils to contribute and structure their ideas logically, both in discussion and written work. The quality of teaching in English is notably strong because literacy skills are taught well, and in science very good attention is given to providing pupils with practical investigations. Higher attaining pupils are grouped together for numeracy to provide more focused teaching and learning experiences are based on their specific needs. In the very small number of lessons that fell below the high standards generally observed, but were nonetheless satisfactory, the teaching and learning activities lacked sufficient focused development of physical skills. This is because there had been no short term planning to identify lesson objectives matched to children's needs. Throughout the school pupils with special educational needs and those who are gifted and talented receive good support. They make very good progress towards meeting their targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. Very good attention is given to the inclusion of many enrichment activities.
Provision for pupils with special educational needs	Provision is very good and pupils make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good and a strength of the school. Subjects such as art and design, music, history, and English make valuable contributions to cultural understanding.
How well the school cares for its pupils	Very good. The school cares for its pupils well in a warm and welcoming Christian environment.

The curriculum is enriched by a wide range of additional activities for example music, sport, art, and French. The school's partnership with parents is very good. Many parents are involved in the life of the school and they take an active role in helping to raise funds through The Friends of St Peter's School Association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy headteacher provide strong leadership and are well supported by the senior management team. They work together as a committed team and provide effective leadership. Monitoring of teaching is undertaken mostly by the headteacher, and is limited to English and mathematics.
How well the governors fulfil their responsibilities	The governors fulfill their roles well and provide very good support to the school. Monitoring of the delivery of the curriculum is satisfactory, but relies heavily on information from the headteacher and subject coordinators.
The school's evaluation of its performance	Satisfactory overall. The school evaluates its work systematically and uses the information well to identify further developments. Monitoring of pupils' learning is well established, but the procedures for monitoring teaching are not fully developed.
The strategic use of resources	Very good. The teaching and support staff are deployed very effectively and the school makes very good use of its resources.

The school is staffed by an enthusiastic team of teachers and learning support assistants who are conscientious and committed to the education of the pupils. Through the strong leadership of the headteacher, deputy headteacher, governors and key staff the principles of best value are applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are eager to come to school • Teaching is good • Children are making good progress • They are comfortable to approach the school with suggestions and complaints. 	<ul style="list-style-type: none"> • Some parents would like the school to provide the children with more homework in term time • A few parents would like to see a wider range of extra curricular activities out of school.

Inspectors endorse parents' positive views strongly. The extra curricular activities and homework provided by the school are similar to those in other primary schools, and are judged to be appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching of a rich curriculum enables most pupils to achieve very high standards in English, mathematics and science by the age of 11

- 1 Since the school was last inspected, pupils have consistently achieved very high standards in English by the age of 11 in comparison to similar schools and to other schools nationally. There is a high percentage of very good teaching at all levels and in all key stages. Pupils receive a relevant and well balanced curriculum in which opportunities for speaking and listening, reading and writing are included in all lessons. Lessons are exciting and all opinions are respected and valued, and as a result pupils have high levels of motivation and enthusiasm. Lessons move at a good pace with sufficient time for reflection and consolidation of what has been taught. Skilful questioning by teachers ensures that all pupils build effectively on their previous learning, including those pupils with special educational needs. Pupils are articulate and enjoy the opportunity to explore language together. All pupils enjoy reading. Teachers have very good knowledge of literature and as a result pupils are introduced to a wide and varied range of poetry, stories and plays. Older pupils are encouraged to read further outside school, particularly from children's classics. Discussions about books take place regularly so that together pupils and teachers can develop a shared appreciation of good children's literature. There are many opportunities to promote the development of English in other subjects of the curriculum. For example, during a history lesson the pupils in Year 4 compiled a newspaper report about the discovery of the tomb of Tutankamun by Howard Carter. Following a lively dramatisation of the event when key factors of the discovery were explained, and relevant archaeological terminology introduced, pupils were helped to distinguish between a personal or reported newspaper account, with the teacher skilfully increasing pupil learning in history and English, as the drama unfolded. As a result, pupils wrote lively, historically accurate reports of the event. The Year 3 pupils also took part in the dramatization and then undertook activities well matched to their ability and interest levels. They created well organised narrative reports, paying very good attention to the 'setting' and the sequential ordering of events, and making good use of relevant vocabulary in their work. The literacy coordinator is instrumental in encouraging high standards in English. Through her good direction, pupils have clear targets for improvement and opportunities for regular discussions with teachers to assess their progress. Teachers mark work effectively and some give advice of how to improve performance further. As a result, pupils have positive attitudes to their lessons.
- 2 All pupils make very good progress in mathematics throughout the school. They achieve very high standards in comparison to those achieved by other pupils nationally, and well above those of pupils in similar schools. They enter school with above average levels of knowledge and understanding and quickly learn to enjoy mental arithmetic and show a very good understanding of number patterns. Pupils have positive attitudes to their work. Lessons are very well structured and build effectively on pupils' prior levels of achievement. Pupils respond enthusiastically to the challenges posed in problem solving activities. They have a thorough understanding of their times tables and manipulate numbers effectively to speed the process of calculations for themselves. When asked to double or half numbers they do so accurately, eager to explain their methods of calculation or contribute their answers. Many are beginning to establish favourite ways of using and working with numbers. Pupils understand the importance of explaining their ideas clearly and systematically, and have a good appreciation of how others can contribute with ideas of their own which will further extend the learning. Standards are high because the expectations of teachers are high. Pupils with specific

needs are well supported to achieve their learning goals. Those pupils identified as gifted and talented are also given good consideration and receive well planned additional support. Teachers and learning support assistants use their time effectively to challenge and advise pupils. The school has a good range of additional resources to broaden learning experiences. For example good use is made of computer software packages, which allow pupils to be challenged through new and fast moving games and problems. In numeracy lessons pupils work either individually, in pairs or in groups, with the learning task carefully matched to their ability and levels of understanding. When working in this way there is good cooperation between pupils and very good attention to the ideas and opinions of others. The skills learned in mathematics lessons are well applied to other subjects of the curriculum, such as science, history, information and communication technology and music. In these lessons, for example, pupils use data handling skills to present information, or to calculate time values in a musical score. Pupils' targets for improvement are shared with parents to encourage the development of numeracy links at home and to ensure that homework tasks are worthwhile experiences.

- 3 In science pupils achieve very high standards by the age of 11. Standards are also very high in comparison with those achieved nationally and by pupils in similar types of schools. Pupils make very good progress in all areas of science. Teachers' planning is consistent across year groups and builds successfully on what has been learned previously. Well structured lessons, and the very good use of resources, help pupils learn. Pupils learn to investigate, deduce and test answers and record in a scientific manner. They are able to make realistic predictions when analysing materials. They have a very good understanding of a fair test and the conditions necessary for this. For example, in a lesson in which pupils used balloons as part of an experiment they made very good progress about the need for a fair test as they discovered how to capture air, and test for its presence and weight. In discussions, through experiment and review, pupils helped each other clarify their scientific understanding. Pupils have very good attitudes to scientific investigations and are confident in their application of scientific principles in their discoveries.
- 4 Good quality help provided by adults contributes to high achievement. For example classroom assistants, governors, voluntary helpers, community members and business providers support all aspects of the curriculum. They bring to school a wide range of additional activities, which enrich the curriculum. Through their support, pupils have access to theatre groups, traditional crafts, musical activities and have opportunities to use many more extensive resources for practical experiments. Pupils learn at a fast pace because the teachers ensure that all adults have a good understanding of learning objectives and expectations of what is to be achieved within each lesson. The range of work, particularly in English and science, is very good.

The headteacher provides very good leadership of the school and is very well supported by the governors and senior management team

- 5 The headteacher is a strong and capable leader who successfully promotes high expectations among teachers and continues to respond to those of the local community. She provides very clear educational direction for the work of the school. Through her direction the curriculum provides pupils with optimum learning experiences, which promote improvements in knowledge, care for others, and respect for the world in which they live. As the headteacher of a Christian school, she gives good attention to fostering the spiritual awareness of pupils and ensures that very good links are maintained with the local parish church. She ensures that the mission statement and aims of the school are fully reflected within its daily life. Through her good endeavours and interest, firm links are established with parents, business and the local community so that the pupils

of all ages receive an enriched curriculum. The headteacher has ensured that the National Literacy and National Numeracy Strategies are well established, and fully adapted to meet the needs of these pupils, many of whom achieve standards higher than the national average. In her commitment to raising standards further, the headteacher is keen to extend the provision for information and communication technology and has shown strong support for the project to build a new computer suite. Through her leadership in amalgamating the ideas of teachers, governors and parents, a comprehensive action plan has been prepared for the development of computer technology, identifying initiatives and outcomes and matching resources of time and materials to these developments.

- 6 All members of staff in leadership roles follow the headteacher's example, and the school uses every opportunity to review its work thoroughly. Current levels of monitoring of test results by the senior management team are good. Subject coordinators make satisfactory use of assessment information to identify problems for pupils in their learning and help increase teachers' subject knowledge. They scrutinise pupils' books and teachers' planning, but they have had little opportunity on a regular basis to monitor teaching or learning in classrooms. All teaching staff undertake an annual audit of progress and suggest further developments for their subjects. These audits are of a good standard and are used by the senior management team to identify the priorities of the School Development Plan.
- 7 Coordinators in English and mathematics have a very good understanding of their subjects and they have both taken advantage of recent training initiatives. Both coordinators are clear about strengths and areas for further development and are efficient in carrying out their delegated responsibilities. There is clear leadership and management from the coordinators for information and communication technology and science, both of whom have good levels of competency. In science whole school planning and mutual support are helping to drive up standards. Good ongoing support is given to teachers in information and communication technology and the majority is confident in using school computers and software packages.
- 8 The governing body is very effective and fulfills its statutory responsibilities efficiently. Governors have a good understanding of their role and are committed to supporting the work of the school. Through a series of committees, governors have a clear vision of how the school is achieving strategically. They take a keen interest in the preparation of the School Development Plan. This document is of good quality. It has a well conceived strategic long term vision and prioritises areas for development. However, following from consultations to identify annual priorities the plan fails to set clear success criteria, identify personnel responsible for leadership of each initiative, give detail of resources and timescales, or monitoring and evaluation procedures. Overall, financial management is very good and the governors work very effectively to maintain a balanced budget providing the staff with resources so that they can deliver the curriculum and raise standards more effectively.

Pupils have very positive attitudes to their learning and enjoy coming to school

- 9 All pupils say they enjoy coming to school and parents strongly agree that their children like school. Pupils are keen to learn, and they participate eagerly in all aspects of school life. Pupils show particularly good involvement whilst working in lessons where they are motivated by the teachers' high expectations and are very keen to succeed. They listen attentively to instructions and carry out teachers' directions meticulously. They have very good levels of independence and relish the opportunity to contribute ideas of their own or undertake independent investigations. They welcome the opportunity to use computers to extend their personal knowledge in research. They have a strong desire to

learn, and are inquisitive and resourceful in their learning. In their quest for knowledge, older pupils wish for more opportunity to work independently in the library with a wider range of material. All pupils are happy to review their learning at the end of lessons and consider alternative techniques to aid their own progress.

- 10 Pupils have well developed social skills. There are very good relationships between the pupils themselves. Pupils of all ages mix together harmoniously and are respectful of each other's feelings. Older pupils are good at helping the younger pupils in the playground and at lunchtime. The new children in the reception class feel well supported by their 'buddy partner' and wear their 'buddy badges' with pride. Pupils appreciate the value of belonging to the school community and of the good links between the school and the church. They proudly describe the Jubilee activities shared together in school and speak with great enjoyment and clarity about the Jubilee party as they recount their experiences and describe the fun engendered in this school event. At harvest and Christmas they combine to share their talents and gifts with the church and local community groups. They make Christmas cards for all the elderly people of Heswall, as a contribution to the Heswall Council for Voluntary Service. Pupils are developing a good understanding of citizenship and a keen desire to work for the benefit of others through charity events. School clubs are well attended, and pupils develop common bonds of shared interests. In local events these pupils mix happily and confidently with pupils of similar ages from other schools.
- 11 Most pupils speak with great enthusiasm about their involvement in the decision making processes of the school through the school's council. Parents and teachers support the introduction of this debating chamber and appreciate its value in helping pupils consider the needs of others. Suggestions made to the Council by teachers lead to good discussions among pupils. They are becoming more skilled at making decisions for the benefit of all members of the school community. They share, for example, their ideas about the outdoor play provision for pupils both at lunchtime and in lessons, and have suggested the introduction of seating and ball play areas. Now pupils have realized that younger pupils have further additional play needs, and their ideas are being carefully reviewed so that all pupils are considered equally. To ensure that all pupils feel they have an active voice in these discussions, class 'circle times' are used very effectively for school council members to canvas opinions about school issues. Participation in these meetings is high, and pupils show very good levels of social integration and understanding of the need for equal opportunities.

The school has a very strong partnership with parents, the church and wider community

- 12 The school responds very effectively to its aim to nurture links with home, church and the local community. It provides a warm, friendly and supportive environment where a strong partnership is encouraged. As a result, pupils benefit from a shared commitment to achieve together. They celebrate and respect the success of all and work cooperatively towards an improvement in their academic standards. There is a good understanding of the benefits of social inclusion within the school community.
- 13 Parents play an active and valuable part in the life of the school. Most parents attend all school functions and are eager to help with any targeted activities planned for their children. Curriculum workshops for parents and other meetings, for example about national testing, are well supported, and parents welcome the opportunity to discuss relevant and recent information about primary education as it affects their child. Parents successfully support the school, as agreed in the joint home and school agreements. They ensure that children have ample opportunity to complete homework tasks, and provide suitable resources to support homework activities. Parents are committed to

supporting the teachers in their efforts to provide a wide and enriched curriculum for pupils. Parents appreciate the information provided by the school in curriculum booklets and often introduce their children to additional activities in the home in conjunction with 'school work'. Parents are happy to help in school and many give good support in classroom activities and on visits out of school. There is an active association of parents and friends of the school. Their hard work and dedication is appreciated by teachers and governors. At social functions the good links with parents are encouraged, and as a result of additional funding new learning resources are purchased.

- 14 The involvement of the church with the school is a valuable asset to the school in that it provides care and support for individuals and helps promote the spiritual awareness of pupils. There is a strong family ethos in which the growth of Christian values is important. Mutual respect and interest is engendered. The Rector and his team visit school regularly and participate in assemblies and in the delivery of the curriculum in conjunction with school staff and in response to the needs of the pupils. Members of the church are actively involved in the work of the governing body and recognise the value of visiting school and building links with the pupil community. Pupils make frequent visits to the church, both to celebrate Christian festivals and also to learn more about the work of the church in the local community, and about the fabric of the building. The church provides good links, particularly to lessons in history and art and design as well as religious education. Pupils have good opportunities to explore, develop skills of observation and appreciate the work of their predecessors. In partnership with the school, the church provides a strong and additional dimension to the education of the whole child.
- 15 The school makes good use of additional links offered by community activities, and educational visits enhance opportunities for all year groups. Pupils regularly visit historical centres, museums and art galleries. They have increased their appreciation of music by listening to the Liverpool Philharmonic Orchestra and extended their pleasure of literature by visiting Liverpool Playhouse to see a production of 'Oliver Twist'. A visit to Liverpool Football Club has been popular, as also has been the participation in technology activities, along with other local schools. Groups of pupils and individuals are entered for local competitions and festivals, representing their school and meeting neighbouring pupils in shared experiences. Elderly people in the community and other visitors are welcomed into school both to share their memories with pupils and to be entertained by them.

WHAT COULD BE IMPROVED

- 16 Arrangements for the monitoring of teaching by governors and subject coordinators lack sufficient rigour. The monitoring of teaching by the headteacher is restricted mostly to English and mathematics.
- 17 As part of the school's self evaluation, good attention has been given by the headteacher and senior management team to the monitoring and evaluation of pupils' learning in the core subjects of English, mathematics and science. This has proved very successful in identifying strengths in learning, providing support for pupils to overcome weaknesses in their learning, and is instrumental in ensuring that high standards are maintained in each subject.
- 18 Following the monitoring of teaching by the headteacher, useful feedback is offered to teachers. However owing to time restraints and budget restrictions, opportunities for monitoring in classrooms by subject coordinators has been less frequent, and as a result there are some difficulties for coordinators in the leadership and management of their subjects. Their monitoring of teaching relies heavily on a review of planning,

matched to the school's scheme of work for each subject. The coordinators find it more difficult to assess the quality of teaching in classrooms. There are limited opportunities to share in new initiatives, or evaluate teaching techniques. It is particularly difficult for the coordinators of practical subjects to make judgements about pupils' attitudes to their learning, or moderate on teachers' assessments. They rely on discussions with colleagues on which to base their knowledge. Currently most coordinators give little attention to the provision of a curriculum which supports the learning patterns of boys and girls. The special educational needs coordinator ensures good support is given to these pupils.

- 19 Some governors are 'linked' to curriculum subjects and meet with subject coordinators to discuss the progress of pupils. These governors take this role seriously and are keenly interested in providing suitable resources so that an enriched curriculum is available. As part of this role in monitoring standards they make reports on their observations and discussions at meetings of the full governing body. Subject coordinators are also occasionally invited to meet governors to describe to them the strengths and weaknesses in their subjects. These consultation processes are still developing and their value in providing an overview about the quality of teaching and learning is increasing. However, few governors make classroom visits or see the school in action. Governors are aware that this may become part of their monitoring and evaluation procedures and a review of current practices is under consideration, so that they can take effective action to support teachers and assist in the implementation of future plans.

The Foundation Stage as a key stage in education is not yet fully developed

- 20 Since the last inspection the Foundation Stage has been introduced as a key stage in education for pupils up to six years of age. Some professional training has been provided for the teachers responsible for the youngest children. As a result the curriculum provides a satisfactory range of opportunities across all the areas of learning. During each week pupils participate in activities which develop their skills of communication language and literacy, mathematical, creative and physical development, and extend their knowledge and understanding of the world. Personal development is recognised as a valuable part of early educational experiences. The weakness in the curriculum lies in not being sufficiently well planned for the Early Learning Goals to meet the specific needs of children of this age or lead smoothly into the National Curriculum. This results in children having a more formal curriculum than required and too few opportunities provided for the development of independent learning. Tasks are mainly directed by teachers and do not allow children to make choices of their own. Much of the long and medium term planning has broad objectives, satisfactorily incorporating all the areas of learning in topic based activities, but the weekly or daily planning does not match lesson objectives to the ability and interest of pupils, and learning lacks rigour. The use in teachers' planning of the on going assessment of children's progress is still developing. There are too few toys and too little access to safe outdoor play areas to make learning progressively developmental and to enable children with short spans of concentration to move between tasks. With difficulties created by the school site and, as a consequence, in the supervision by adults, the reception aged children have little access to resources such as wheeled toys or climbing apparatus to support their physical development and coordination. Teachers make good efforts to overcome these difficulties, but these are often teacher directed activities, with little opportunity for pupils to explore and investigate independently.
- 21 There is already awareness among all teachers that the profile of the Foundation Stage of education needs to be enhanced in school and the needs of the children promoted to enable the good development of their basic skills. Currently school documentation

makes little reference to these children or the progress they are making. The long term strategic planning of the school also gives insufficient attention to the provision for this stage of education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and headteacher should:

- (1) improve the monitoring role of the headteacher, governors and subject coordinators so that in the leadership and management of the school there is a wider understanding and ownership of the school curriculum.
- (2) Further develop the Foundation Stage to meet the needs of children under six in line with national guidelines by:
 - increasing teacher expertise through further professional training
 - improving arrangements for the ongoing assessment of learning so that lesson objectives are closely matched to children's needs
 - ensuring the needs of these younger pupils are included in the strategic planning and documentation of the school
 - reviewing curriculum provision and assessment arrangements to ensure a smooth transition between the Foundation Stage and Key Stage 1

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
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
Number	0	13	15	2	0	0	0
Percentage	0	43	50	7	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 three 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)		290
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year (2001)	Year	Boys	Girls	Total
	2	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	23
	Girls	24	25	26
	Total	44	46	49
Percentage of pupils at NC level 2 or above	School	88 (98)	92 (98)	98 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	23	22
	Girls	25	25	25
	Total	46	48	47
Percentage of pupils at NC level 2 or above	School	92 (98)	96 (98)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year (2001)	Year	Boys	Girls	Total
	6	23	24	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	22
	Girls	24	23	24
	Total	46	42	46
Percentage of pupils at NC level 4 or above	School	98 (94)	89 (91)	98 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	23
	Girls	24	23	24
	Total	44	43	47
Percentage of pupils at NC level 4 or above	School	94 (89)	91 (94)	100 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	288		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian	2		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	97.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

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	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	511,541
Total expenditure	585,925
Expenditure per pupil	2,056
Balance brought forward from previous year	5,642
Balance carried forward to next year	31,258

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	61	32	2	2	2
Behaviour in the school is good.	59	34	5	0	2
My child gets the right amount of work to do at home.	25	50	23	2	0
The teaching is good.	55	39	5	0	2
I am kept well informed about how my child is getting on.	50	36	7	7	0
I would feel comfortable about approaching the school with questions or a problem.	73	14	11	2	0
The school expects my child to work hard and achieve his or her best.	75	20	5	0	0
The school works closely with parents.	50	34	16	0	0
The school is well led and managed.	50	34	5	9	2
The school is helping my child become mature and responsible.	64	25	5	7	0
The school provides an interesting range of activities outside lessons.	30	39	18	0	14