

INSPECTION REPORT

WARDLEY CE PRIMARY SCHOOL

Swinton, Manchester

LEA area: Salford

Unique reference number: 105940

Headteacher: Mrs C Farrimond

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 24-25 February 2003

Inspection number: 246542

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 controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Moss Bank Road Wardley Swinton Manchester
Postcode:	M27 9XB
Telephone number:	0161 727 7058
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Rowe
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is average in size. Numbers attending the school have declined since the previous inspection because of changes in the locality. Currently, 211 pupils attend full-time, organised into eight classes, one of which is a designated nursery unit. The immediate area has pockets of significant social and economic disadvantage though the proportion of pupils eligible for a free school meal, 13 per cent, is broadly average and has almost halved since the previous inspection. The proportion of pupils with special educational needs, 20 per cent, is broadly average, having increased in the last few years; the particular needs include pupils with moderate learning difficulties, emotional and behavioural difficulty, and hearing and visual impairment. Ninety-seven per cent of the pupils are from white United Kingdom families. The remaining pupils are from Pakistani and mixed ethnic minority families. The school has no refugees or children from Traveller families and no pupil speaks English as an additional language. The proportions of pupils joining or leaving the school at other than the usual times of admission and transfer vary from year to year but are average overall. Overall, standards on entry to the Reception year are average. The substantial majority of pupils entering the Reception year have typical attainment for their age in early reading and writing; however, the proportion is smaller, and below average, in respect of speaking and listening skills and in terms of personal and social development.

HOW GOOD THE SCHOOL IS

This is a good school. It has been through a turbulent period and is settling down under new leadership. Current standards in English and mathematics are above average in Year 6, the oldest at the school, and these pupils have achieved well compared to their attainment when aged seven. Pupils enjoy school and behave very well. Lessons are free from oppressive and disruptive behaviour. The teaching is good and consistent in quality throughout the school. Management is good, and the leadership of the headteacher is very good. The cost of educating each pupil is broadly average and so the above average standards and achievement of the pupils represent good value for money.

What the school does well

- Standards in Year 6 are above average in English and mathematics and the pupils' achievement in these subjects is currently good in the juniors.
- Almost all pupils work hard in lessons and their behaviour is very good.
- The quality and range of teaching is better than is typically found.
- The leadership of the headteacher is very good; she is well supported by her staff and by the governing body.

What could be improved

- Provision in the Foundation Stage for pupils to learn through physical activity outdoors.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement is good overall. Test results in English and mathematics in Year 6 have risen in line with the national trend; the achievement of the pupils in English has improved significantly. The standard of current work in English and mathematics is higher than the previous inspection. The quality of teaching has risen and is better than the national picture. The partnership with parents has improved and is good overall. Governors are appropriately involved in school development planning. Standards in information and communication technology have increased from below average to average; this is satisfactory improvement. Coordinators are provided with time for monitoring.

STANDARDS

Short inspections such as this concentrate on standards in English, mathematics, and science. 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
	2000	2001	2002	2002
English	A	C	C	C
mathematics	A	B	C	D
science	B	C	D	E

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

In Year 6, the standard of current work is above average in English and mathematics and average in science; these findings are not reflected in the most recent national test results. In English and mathematics, the current standards are an improvement compared to the previous inspection. In all three of the core subjects, current standards are an improvement on the 2002 test results. The test results in Year 6 have fluctuated in recent years; although higher than the previous inspection, they have fallen since peaking in 2000. This fall coincides with a period of long-term staff absence. In particular, the 2001-2002 Year 6 cohort experienced a succession of supply teachers, with one change made shortly before the tests in 2002. In addition, a relatively high number of the Year 6 pupils tested in 2002 had joined the school between the ages of seven and eleven; many of them had significant special educational needs and did not manage to attain the expected national level in the tests. The current Year 6 have had settled teaching and are making good progress. Fewer of them have joined the school since the age of seven and fewer have significant special educational needs. The long-term achievement of the Year 6 pupils tested in 2002 was satisfactory in English but not good enough in mathematics or science; this finding is supported by the similar school comparisons in the table above. The achievement of the current pupils in Year 6 is much better than 2002 and all of them are on course to make the long-term progress expected over the four junior years. The targets for the 2002 tests were not achieved; the gap was considerable. The targets for 2003 are very ambitious; even so, the pupils are on course to achieve them.

The standard of current work in Year 2 is average in reading, writing, mathematics, and science. The test results in Year 2 in 2002 were well above average in writing, average in reading, but below average in mathematics. The Year 2 pupils have made satisfactory long-term progress since their entry to the Reception year. In other subjects throughout the school, standards in information and communication technology are now average, having improved well since the previous inspection. The standard of singing heard in assembly was good, with pupils able to sing different parts and keep good tune. The small amount of work seen in art and design and in design technology was of good quality.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Nearly all pupils like school, work hard in lessons, and respond with enthusiasm.
Behaviour, in and out of classrooms	Very good. Behaviour is generally good in lessons and elsewhere within the school. Pupils work and play in an atmosphere that is free from oppressive behaviour. No bullying was seen. There have been no exclusions during the reporting period.
Personal development and relationships	Very good overall. Personal development is good. The oldest pupils are very willing to accept responsibility and show good levels of initiative. Relationships between pupils and with teachers are very good.
Attendance	Below average and in the lowest 25 per cent of schools. Holidays in term time are too frequent and largely responsible for the poor level of attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

Teaching is very good overall. The range and quality has improved since the previous inspection and is better than the national picture. The quality is consistent throughout the school. The quality of teaching is good in English and mathematics and the skills of literacy and numeracy are well taught. Weekly planning is detailed and effective. Individual target setting is well developed, particularly among the older age groups, and is considerably increasing the effectiveness of teaching. High attaining pupils are adequately stretched and the work for these pupils is challenging in English and mathematics; this is not always the case in science. The provision for low attaining pupils and those with special educational needs is good overall and these pupils are well supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Lessons are interesting and relevant to learning needs. The termly planning is detailed and provides adequately for continuity and progression in learning over time. The weekly planning effectively identifies the needs of pupils with different attainment in the same class.
Provision for pupils with special educational needs	Good overall. The provision is a current focus for development. More pupils are identified as having special educational needs than was the case two years ago; the present systems are accurate. The learning support assistants are experienced and well trained. The progress made by pupils with special educational needs is mostly good in relation to their difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual development is satisfactory. Provision for moral and social development is good. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Typical of most schools. Child protection procedures are adequate though staff training was more than two years ago and needs updating. There is a satisfactory regard for health and safety. The systems for assessing the attainment of pupils and monitoring their progress are good.

The written policy for special educational needs and the disabilities policy are under review in light of recent legislation. This is somewhat later than other schools and has been delayed because of the recent changes in staffing. The quality of individual education plans for pupils with special educational needs is satisfactory. The school has a satisfactory policy on race equality. A lack of facilities for pupils in Foundation Stage to learn through physical activity outdoors is restricting the curriculum for this age group. The grassed area for pupils in Years 1 to 6 to use for sports is uneven and poorly maintained. Assemblies meet requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher is very good. She is well supported by her staff. The headteacher has united the school and is creating a high quality teaching team.
How well the governors fulfil their responsibilities	Good. The business of the governing body is properly conducted. An appropriate range of committees is established, each with a clear framework to guide their activities. Relevant statutory requirements are met.

The school's evaluation of its performance	Good. Performance data is analysed and used to identify strengths and weaknesses in effectiveness. A programme of lesson observations helps check on teaching quality. The subject managers carry out an annual audit of the provision. These procedures constitute good practice.
The strategic use of resources	Good. The school development plan provides purpose and direction to the improvement of the school. The budget is well managed and used to support developments.

The number of teachers is satisfactory for the size of school; their qualifications, skills, and experience are appropriate for the ages they teach. Senior management, however, is under-strength; the previous deputy headteacher resigned and the governors have not been able to appoint a replacement because of a lack of suitable candidates. This temporary lack of senior management support adds to the burden on the headteacher, who is nevertheless managing the situation very well. A deficit budget has been set this year because supply cover costs over the previous year were very high; this is expected to correct itself within two years. Some staff members are on temporary contracts because of the budget uncertainty and some educational resources, such as subscribing to a broadband Internet provider, were delayed because of the budget situation. Intruders after hours subject the school to a significant level of theft and vandalism and this adds to the budget problems. Senior management and governors are grappling appropriately with this difficulty; solutions are inevitably expensive in the short-term but should bring savings eventually.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards achieved and the progress made by pupils. • The good teaching. • The good management. 	<ul style="list-style-type: none"> • No significant concerns were raised.

The inspectors agree with the positive points raised by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in Year 6 are above average in English and mathematics and the pupils' achievement in these subjects is currently good in the juniors

1. Almost all of the pupils in Year 6 are currently on course to attain or exceed the nationally expected level in reading by the end of the school year, with nearly half likely to exceed expectations by a significant margin. This picture is much better than that found on average nationally in 2002. In writing, about two-thirds of the pupils in Year 6 already attain the expected level, with one pupil in nine exceeding expectations. Although performance in reading is stronger than in writing, overall, the standard in English is above average. In mathematics, almost all of the pupils in Year 6 are on course to attain or exceed the nationally expected level with about one pupil in five likely to exceed expectations; this is better than the national average in 2002.
2. The achievement of the current pupils in Year 6 is good. In both English and mathematics, almost all of them have made progress over the course of the four junior years that is consistent with or better than national expectations. Work since September 2002 shows rapid improvements, particularly in writing. For example, one boy in September 2002 was writing lengthy stories but rarely used adjectives or adverbs and his characters hardly spoke or interacted with each other. By February 2003, he was frequently using adjectives and his stories contained regular use of both direct and indirect speech. In the space of just one school term, he has increased his attainment by an amount that normally takes a year. The previous Year 6 pupils, those tested in 2002, achieved satisfactorily in reading and writing but did not achieve as much as they should in mathematics; overall, this was not as good as the achievement of current pupils.
3. Almost all of the pupils in Year 6 are independent readers. They show good understanding of the main themes and characters and of the significant ideas, enabling them to use reading extensively for study purposes as well as pleasure. When talking about a text, they refer to specific words and phrases to support the points they make. They can make inferences and deductions about the characters motives and feelings based on the text, doing this well for their age. The higher attaining pupils can fluently read advanced texts of adult standard and have well developed skills for tackling unfamiliar words.
4. The writing of the substantial majority of pupils in Year 6 is lively, interesting and well organised. Sentences are grammatically correct in the main and often complex with a varied range of words used to connect sentences; the use of commas to separate clauses; and a broad, varied range of adjectives and adverbs to enhance detail and precision. The higher attaining pupils are using paragraphs consistently and correctly; write letters of complaint, persuasive texts, and stories that reflect appropriately the features of each genre; and punctuate and spell with almost total accuracy. The writing of lower attaining pupils in Year 6 is generally well organised but tends to rely mainly on simple, though grammatically correct, sentences and a narrower vocabulary.
5. In mathematics, the substantial majority of pupils in Year 6 confidently calculate with three-digit numbers using all four operations. Almost all of them are secure with multiplication facts to 100 and can quickly recall these. They are comfortable with fractions and with decimals to two or more places. In a good lesson in Year 6, during the mental warm-up, the pupils could, for example, quickly divide 9.5 by 100 and by larger multiples of 100, such as 300, that required answers to three decimal places. Mental agility was good; they could say what number was seven-hundredths or four-tenths bigger or smaller than a number such as 3.107; this is relatively challenging for the age. They are able to identify the correct strategies and number operations needed to solve everyday problems such as those arising when shopping. They have good knowledge of space, shapes, and measures. Higher attaining pupils are able to find percentages of numbers, such as 25 per cent of 300, and are graphing coordinates using all four quadrants.

Almost all pupils work hard in lessons and their behaviour is very good

6. The attitudes that pupils have towards school and to lessons are very good overall. Pupils are generally eager to begin lessons and settle quickly. No disruptive or time wasting behaviour was seen. At all times pupils were sure of what was expected of them in their work and this contributed to the high levels of confidence they had and to them being fully aware of their own learning. They respond to teachers very well and show no reluctance to answer questions. The main reason for the very good attitudes is that the teachers put considerable effort into explaining the purpose of lessons, including the tasks to be undertaken and the learning targets, and into making lessons interesting.
7. A broad range of extra-curricular activities is generally well supported by pupils; this helps cement interest in school. The personal development of pupils is good. A series of roles and responsibilities, including prefects and monitors, is given to them and this helps them to feel involved. Pupils also act as librarians and help set out the hall for assembly. The roles they fill have to be applied for and they have to complete an application form; this is good practice. The oldest pupils show good levels of initiative, often in small ways, such as opening doors for visitors, finding them a chair, and looking after the needs of their friends at the start of lessons by finding books and pencils for them. At all times, they show good manners and courtesy to adults and visitors. The school council is helping to develop a sense of democracy and community service.
8. The general level of behaviour is very good. No misbehaviour in lessons was seen and this contributed to the efficiency and effectiveness of learning. Behaviour in communal areas indoors and outside at playtimes is consistently good. Pupils work and play in an atmosphere free from aggressive and oppressive behaviour. The framework for behaviour is very clear and well established. All pupils respect and conform to this framework. No bullying was seen. Pupils and parents report only a small amount of bullying and say that it is dealt with effectively. Very little racial taunting is reported. One incident is logged and shows that the parents of pupils concerned were contacted and the matter dealt with seriously and effectively. No exclusions have occurred during the reporting period.

The quality and range of teaching is better than is typically found

9. The quality and range of teaching is very good overall; 88 per cent is good or better including 12 per cent that is very good. No teaching is unsatisfactory. This is better than the national picture and better than the previous inspection. The shortcomings identified during the previous inspection in Years 3 to 6 have all been remedied.
10. The teaching is consistent in quality throughout the school. The teaching is good in English and mathematics in all parts of the school. The teaching of science is good in the main although greater provision for pupils with different levels of attainment is needed. The planning for English and mathematics is detailed and effective. The weekly planning appropriately breaks down the termly targets into small learning steps and identifies specific work for pupils of different levels of attainment. Individual target setting for pupils is very well developed and is considerably increasing the effectiveness of the teaching. Relationships between teachers and pupils are very good and pupils in all classes are confident learners. Good support is provided in lessons for low attaining pupils. A range of diagnostic assessments is made of newly arrived pupils so that any potential barriers to learning are quickly discovered and overcome.
11. In lessons where teaching is good quality, the planning is effectively implemented. Learning targets for the lesson and for different attainment groups are clearly identified and followed. The National Literacy and Numeracy Strategies are implemented effectively by all of the teachers and this is leading to good progress in the development of phonics and other basic skills. The effective planning in English and mathematics is resulting in all pupils gaining something worthwhile from every lesson in these subjects and to their learning being consistent with or better than national expectations. Pupils with special educational needs are well supported in lessons by teachers and their assistants, enabling them to complete their work and, in some cases, catch up with expectations. The progress made by pupils with significant learning difficulties is satisfactory and generally consistent with their individual education plans.
12. In a very good English lesson in Year 6, the teacher was very clear what she wanted the pupils to learn and shared this efficiently and appropriately with the pupils from the outset. The materials were very well prepared in advance and good use was made of technology, such as an overhead projector, and simple resources such as cards with specific letter-blends on them. The teacher very successfully created a sense

of mystery, investigation, and searching for clues that was both highly motivating and captured the attention of all the pupils. The cards were used to teach a spelling rule, in this instance, 'ie' and 'ei', together with exceptions to the rule such as 'height'. The overhead projector was used in conjunction with the cards to teach the spelling rule and with passages of text to extend comprehension skills. Throughout the lesson, constant use was made of technical vocabulary. In text work for example, the terms 'dialogue', 'suspense', and 'characterisation' were used. The pupils, too, used these terms and showed good understanding of their meaning; this increased the efficiency of both communication and learning. As the lesson proceeded, the teacher's probing questions challenged and extended the skills used by the pupils to clarify the meaning of the text as well as adding to their knowledge of the language. In their answers, the pupils referred to the text to support what they were saying and to the author's use of adjectives, adverbs, connectives, simple sentences, and complex sentences. The technical dialogue between teacher and pupils was relatively advanced for the age group. Relationships between pupils and their teacher were very good, reflecting the teacher's gentle yet persistent and assertive teaching style.

13. Throughout the school, the teachers are making good use of individual target setting for pupils. This is particularly well developed in Years 5 and 6. The targets are carefully linked to the National Curriculum attainment levels, which the junior pupils have detailed copies of in their books. Because of this, the oldest pupils have a very good understanding of what they need to do to improve. One pupil in Year 6 explained, referring to her copy of the targets, that they needed to improve their use of characterisation, in particular the use of dialogue between characters in order to attain the nationally expected Level 4 by the end of the year. This pupil's work showed good progress towards the target since it had been set. All of the pupils spoken to showed similarly confident awareness of their own progress and this is excellent.

The leadership of the headteacher is very good; she is well supported by her staff and by the governing body

14. The headteacher has united her staff very well and the school has a strong sense of common purpose. This is a considerable achievement given the turmoil of recent years. She inspires and motivates her staff and the overall quality of current teaching shows that she is building a high-performing teaching team. The educational direction to the work of the school is clearly established and well supported by the other teachers. The changes over the past two years have been well managed and this is leading systematically to a much-improved school. The headteacher leads well by example and through her willingness to take responsibility.
15. The headteacher has been in post less than two years and has seen the school through a difficult period into more settled times. The management structure remains in a state of flux, however, because the school is without a deputy headteacher and, so far, there is a shortage of suitable candidates. The procedures followed to appoint a new senior manager are appropriate. Two teachers have posts of responsibility, about average in number for a school of this size, and the headteacher has sought successfully to develop their roles as subject coordinators. Staff training has been provided and strong systems for checking the quality of each subject have been implemented in the past year. Curriculum managers are given time to monitor teaching in their subject and to scrutinise the pupils' written work. The need to raise standards in writing arose out of this process of increased subject monitoring. The results in 2002 for pupils in Year 2 and Year 6, together with inspection findings, show that the strategies to improve standards in writing have had good effective.
16. The turnover of teachers has been relatively high. More than a third of teachers have been appointed since the previous inspection. The induction arrangements are effective and all new teachers have been adequately briefed about day-to-day arrangements, main policies, and curricular planning. The 2001-2002 school year was difficult, with long-term staff absences and problems finding suitable temporary replacements. The available evidence shows that the recruitment and the replacement of temporary teachers were properly managed during that period. The governors and the senior management have sensible policies to recruit and retain teachers and have a clear picture in mind of the type of teachers needed at the school; this is good practice. The arrangements for performance management are effective and extend to the learning support staff members who have annual performance management interviews with the headteacher; this is good practice.
17. The headteacher provides an assessment report for governors after the national test results are published. Members of the governors' curriculum committee review the report; this is good practice. The assessment report is of high quality. It includes thorough analysis of the results, together with evaluations of standards

in different year groups and of boys and girls. The implications for action and development are clearly spelt out. The procedures followed by the curriculum committee show in-depth involvement of governors in the school curriculum and very good practice overall.

18. The governors have mostly changed and their systems improved since the previous inspection. A clear committee structure is established together with a framework for membership and delegated powers. Governors have each adopted a class and visit at least once a year. The chair of governors monitors the work of each committee; this is good practice. Committees receive staff briefings on subjects linked to the development plan; again, good practice. The minutes are properly maintained and meet relevant requirements. The business of the governors covers a full range and shows appropriate oversight and accountability.
19. The systems for school self-evaluation are well developed. They are based on rigorous analysis of test results and the progress made by the pupils. The headteacher has a programme of lesson observations each term, linked to specific objectives set for each teacher. The school development plan properly reflects the outcomes of the self-evaluation procedures.

WHAT COULD BE IMPROVED

Provision in the Foundation Stage for pupils to learn through physical activity outdoors

20. The provision for the Foundation Stage is in a nursery class and a Reception class. The overall provision in these classes is good indoors, and at times, high quality in both, but the space for children to use outdoors, although large and potentially ample for needs, is underdeveloped. This is partly because of problems with vandalism but also because of insufficient joint planning between the nursery and reception classes and a lack of investment. The headteacher has a good vision to improve the provision but her initial plans have been delayed as money set aside has been diverted to deal with vandalism.
21. Although located in rooms next to each other, with good levels of staffing overall and good access, the use made of the outdoors by the nursery and the Reception year is uncoordinated. The daily and weekly use is considerably less than is recommended in the nationally agreed curriculum for this age group, particularly in the Reception year. A secure fence surrounds the space but Reception children need to gain access via a path that is not secure; a simple gate would remedy this. Separate planning in the nursery and Reception classes means that the deployment of support staff is not as efficient as it could be. Working more closely as a unit would mean that a member of staff could dedicate more time to working outside with children from both classes. Current planning for the outdoor provision is not as good as that for indoors. Too little money has been invested in recent years in equipment for outdoor use and consequently the current quality, quantity and range are insufficient for needs.

Attendance

22. The rate of attendance is below both the local and the national average and is lower now than at the time of the previous inspection. The headteacher and local authority are aware of this and working together to raise attendance. The action plan devised is satisfactory, though specific strategies need to be spelt out in more detail. The action to be carried out by the education welfare officer is clear, and liaison between the school and this officer is good, but the triggers for action are dependent on school analysis and this is not yet carried out in sufficient depth. The school does not yet have electronic systems for registration and this hinders the efficiency and depth of analysis. Part of the action plan is to introduce electronic systems in the near future and training for key staff members has been organised; this is appropriate and should be brought forward if possible. The range of strategies that can be used to improve attendance is narrow at present and the communication of the school policy to pupils and parents is not as effective as it could be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The school has been through a difficult period and standards are climbing back to above average levels. To improve the achievement of the pupils further, the headteacher and her staff, with the support of the governing body, should:
- improve the quality of provision for pupils in the Foundation Stage to learn through physical activity outdoors by:
 - writing and implementing a policy for learning through physical activity outdoors that incorporates national and local good practice and implements the guidance in the nationally agreed curriculum for the Foundation Stage;
 - improving the quality of weekly and daily planning and coordination for this aspect of the provision so that appropriate daily access for all pupils in this age group is effectively promoted;
 - improve the quality, quantity and range of equipment and resources;

 - raise the rate of attendance to at least the national average by:
 - improving the efficiency and depth of analysis of school attendance data so that a detailed picture of causes, trends, patterns and individual pupils involved in absences is established and used as a basis for action where necessary;
 - establishing and communicating to parents and pupils a coherent and well argued policy to promote good attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

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

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	18	3	0	0	0
Percentage	0	12	76	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one four 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)	21	190
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	39

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 (out of 207 pupils)	14
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	12	13	12
	Total	23	25	23
Percentage of pupils at NC level 2 or above	School	88 (79)	96 (76)	88 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	13	13	13
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	92 (76)	92 (79)	92 (83)
	National	85 (85)	89 (89)	89 (89)

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
	2002	12	14	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	11	11	12
	Total	18	18	21
Percentage of pupils at NC level 4 or above	School	69 (83)	69 (93)	81 (97)
	National	73 (72)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	9
	Girls	12	11	13
	Total	18	18	22
Percentage of pupils at NC level 4 or above	School	69 (57)	69 (90)	85 (93)
	National	73 (72)	74 (74)	82 (82)

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	185	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

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)	8
Number of pupils per qualified teacher	23.75
Average class size	27

Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	83

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	10.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
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	417,581
Total expenditure	417,977
Expenditure per pupil (based on 211 pupils)	1,981
Balance brought forward from previous year	-395
Balance carried forward to next year	-791

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	211
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	4	0	1
My child is making good progress in school.	55	44	1	0	0
Behaviour in the school is good.	43	50	2	1	4
My child gets the right amount of work to do at home.	47	44	9	0	0
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	40	50	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	66	30	3	0	1
The school works closely with parents.	37	54	8	1	0
The school is well led and managed.	49	45	4	1	1
The school is helping my child become mature and responsible.	49	49	1	0	1
The school provides an interesting range of activities outside lessons.	43	46	7	1	3

Other issues raised by parents

Parents raised no other issues.