

INSPECTION REPORT

CALVERLEY CE VC PRIMARY SCHOOL

Pudsey

LEA area: Leeds

Unique reference number: 107996

Headteacher: Mrs Maureen Mason

Reporting inspector: Mr Tony Painter
21512

Dates of inspection: 10 – 11 March 2003

Inspection number: 246749

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

School category: Voluntary controlled

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Towngate
Calverley
Pudsey

Postcode: LS28 5NF

Telephone number: 0113 2146101

Fax number: 0113 2146102

Appropriate authority: The governing body

Name of chair of governors: Mr David Burt

Date of previous inspection: 12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21512	Tony Painter	Registered inspector
8943	Margaret Manning	Lay inspector
24895	Kath Hurt	Team inspector

The inspection contractor was:

TWA Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary controlled school, for pupils between 4 and 11 years, is of average size. With 255 pupils on roll, it is the same size as it was at the time of the last inspection. Pupils come from the mainly advantaged area around the school but less than half of the pupils live in the village itself. Most are from white backgrounds, although 18 come from other ethnic backgrounds. Ten pupils come from families with English as an additional language, mainly Punjabi, Cantonese and Hindi. Only one pupil is at an early stage of learning English. Four pupils are in receipt of free school meals, which is well below the national average. The attainment of children joining the school is above local levels but around that expected nationally of children of their age. Nineteen pupils have identified special educational needs and one of these has a Statement of Special Educational Need. These figures are below the national average.

HOW GOOD THE SCHOOL IS

This is a good school where effective management promotes a team approach to identifying and implementing improvements. It gives pupils a wide range of interesting activities to ensure a very good atmosphere for learning. This captures pupils' attention and helps them to learn. Good teaching throughout the school ensures that all pupils make good progress and reach above average standards overall. The school gives good value for money.

What the school does well

- Good teaching helps pupils to make good progress and achieve above average standards.
- Very good provision for pupils' personal development helps them to mature and be responsible.
- A good range of well-planned activities interests and motivates pupils well, helping them to have good attitudes to learning.
- Good management is identifying how to make improvements.

What could be improved

- Standards in writing do not fully match pupils' capabilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection was in January 1998 and it has made satisfactory improvements in the identified weaknesses. Teachers have developed a better curriculum for pupils, making good use of national guidance. In particular, higher-attaining pupils are achieving well in most subjects, particularly in mathematics, although writing is still weaker. The school's assessment systems are beginning to give useful information and teachers use some of this well to ensure they give pupils appropriate levels of challenge. Governors are more closely involved in the school, for example in overseeing aspects of the curriculum and meeting co-ordinators. This helps them to judge the effectiveness and impact of developments more effectively.

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
	2000	2001	2002	2002
English	C	A	C	D
Mathematics	C	A	C	E
Science	A	A	D	E

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

Despite children's wide range of earlier experiences and attainment when joining the reception class, the overall attainment is similar to that expected nationally. Children settle quickly and make a good start in their education, particularly in their personal, social and emotional development. By the time they begin Year 1, most achieve the expected standards in all aspects of their development. Good teaching ensures that pupils make good progress throughout the school and their overall attainment is above average at the ages of 7 and 11 years. By the time they leave the school, pupils' attainment in mathematics is well above average.

There have been considerable variations in the results of National Curriculum assessments at ages 7 and 11 years. In some years, such as 1999 and 2001, standards were high in all tested subjects at 11 years. This has led to a falling trend of results because more recent results have been weaker. The 2002 results at age 11 in all subjects are not as high as earlier years. This is because the particular group of pupils taking the tests included fewer higher attaining pupils and more with special educational needs. However, the school's comprehensive records show that these pupils made at least satisfactory progress from their tests at 7 years.

Results in writing have been weaker than reading and the school has made some recent efforts to raise standards. These have had some success, although pupils still do not achieve their full potential. Improved resources and well-targeted training for staff are beginning to raise attainment in information and communication technology.

Lower attaining pupils and those with special educational needs are effectively supported. The strong relationships within the school ensure that all pupils' individual needs are recognised and successfully met. The school's targets for attainment in future years are high and relate well to pupils' past achievements. They suggest that standards in the school will improve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good and they are keen to take part in lessons and activities.
Behaviour, in and out of classrooms	Behaviour is good. There is no evidence of oppressive behaviour and there have been no exclusions.
Personal development and relationships	Relationships are very good and the pupils work and play together very well. They increase their maturity and self-control through the school.
Attendance	Attendance is very good, well above the national average.

Very good relationships create a strong positive atmosphere that contributes substantially to pupils' personal development. This encourages pupils' very good attitudes and increasing maturity.

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.

The overall quality of teaching and learning is good in all parts of the school and meets the needs of all pupils. Mathematics teaching is good and teachers make very good use of the school's developing assessment systems to group pupils, match tasks to pupils' attainment and promote good progress. Pupils have good opportunities to use their numeracy skills in other subjects such as information and communication technology. English teaching is good and teachers teach reading particularly well. They use literacy lessons very effectively to teach pupils skills in understanding texts and they make good use of homework to support learning. Teaching of writing is less effective and teachers do not make enough use of assessments and targets to promote writing skills in other subjects.

Teachers plan and organise lessons well, often making good use of the national guidance, and this captures pupils' attention and ensures effective learning. They use their very strong relationships with pupils to create friendly and supportive atmospheres that motivate and help pupils to do well. For example, teachers ask challenging questions to make pupils think hard but are careful to ensure that pupils have the time and the confidence to answer. Teaching in the reception classes uses interesting activities and good resources to extend children's experiences. Pupils with special educational needs have good support to help them to succeed in tasks that build successfully towards their identified targets. Teachers ensure that pupils from minority ethnic groups and those from families where English is an additional language are fully involved in all activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers plan a good range of activities that effectively meets the needs and interests of pupils. Very good extra-curricular activities, well-chosen visits and visitors enhance pupils' experiences.
Provision for pupils with special educational needs	Good support for pupils with special educational needs ensures that they learn effectively. Teachers and support staff make good use of pupils' identified needs and targets in their individual education plans.
Provision for pupils with English as an additional language	The few pupils from homes where English is not the first language are successfully supported wherever necessary to ensure that they play a full part in lessons and learn effectively.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good provision ensures that pupils become mature and responsible as they grow and has a positive effect on their learning. Their moral and social awareness is very good and teachers give pupils good opportunities to take responsibilities.
How well the school cares for its pupils	The school provides a safe place where pupils can learn happily, but more use could be made of the developing assessment systems.

Teachers pay greater attention to tracking pupils' progress and identifying targets. This is beginning to identify areas for development and is contributing to higher standards in mathematics. However, writing assessments are not used consistently or sharply enough to promote learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Management is good. The headteacher provides strong leadership and promotes effective teamwork. Co-ordinators have clear views of the strengths and weaknesses in their subjects.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school's priorities. Links with subjects help governors to monitor developments.
The school's evaluation of its performance	There is sound evaluation overall. Good monitoring of teaching helps to share strengths through the school. Improved analysis of results is identifying how well the school is doing and areas for development.
The strategic use of resources	Careful monitoring and analysis of spending ensures the effective use of all the school's resources.

Increased collection and analysis of assessment information and school data identifies areas for development. However, there has been insufficient oversight of the information to ensure prompt and effective action is taken to remedy weaknesses. Effective financial planning and good attention to obtaining best value has enabled the school to have good staffing, accommodation and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-seven parents attended a meeting before the inspection and 116 (45 per cent) replied to a questionnaire sent to all parents. Informal discussions with parents took place during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good and children make good progress. • Teachers have high expectations of pupils. • Pupils become mature and responsible, learning to behave well. • Staff are approachable. 	<ul style="list-style-type: none"> • Information about the school and about how well their children are getting on. • The amount of homework set for pupils.

The inspection team agrees with all the positive points raised by parents but does not fully endorse the points for improvement. The school issues sufficient regular information about the school and the lessons planned for pupils. There are three opportunities to discuss each child's progress each year, although the time allocated to each appointment is relatively short. However, annual reports on pupils' progress are good and identify important ways that parents can support their children. Although homework is used effectively to promote pupils' learning in reading, it is inconsistently set and used for other subjects.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching helps pupils to make good progress and achieve above average standards.

1. Teaching throughout the school is good and enables pupils to learn well and make good progress. By the time pupils leave the school, their overall attainment is above the national average. However, National Curriculum test results at the age of 11 have not shown this consistently. There have been variations in the school's results in National Curriculum tests at the ages of both 7 and 11 years. These have primarily related to the substantial variations in the relative abilities of the groups of pupils involved. For example, the school's results for 11-year-olds in 1999 and 2001 were well above the national average for all tested subjects. In 2002, however, results were lower because this group had more pupils with special educational needs. The lower results in 2000 and 2002 contribute to a trend of results that is below the national trend. However, the attainment of the current pupils in Year 6 is higher, particularly in mathematics and reading. Throughout the school, teachers make increasing use of targets to indicate what pupils need to do to improve. These improvements are having a positive effect and standards throughout the school are rising. The school's tracking system indicates that most pupils make greater than predicted gains during their junior years.
2. Teaching in both of the classes with reception age pupils makes good use of the national guidance for teaching children of this age. Children begin school with a very wide range of earlier experiences and attainment, although the overall level is average. Teachers and support staff give very good support to children entering the class. This ensures that the children are confident and their personal, social and emotional development is good. As a result, they settle quickly and learn well. Activities in all the areas of learning are varied and support children's learning well. Very good use is made of adult support to question children to extend their thinking and play. For example, the teacher asked good questions to focus the thinking of children when they looked at old photographs. This ensured that children thought hard and made comments, such as 'We don't wear clothes like that' and gave detailed answers about using a kitchen range 'because they had no electricity'. Very good resources bring the past alive to the children as they dress in costume and go to 'work in the laundry' using the washtub and scrubbing brush. By the time children begin the National Curriculum, most achieve the levels of attainment expected of children of that age.
3. Pupils make good progress in the infant classes because teaching is good. Developing systems to assess and record pupils' progress are successfully helping to target activities and support, particularly in Year 2 mathematics groups. Teaching of the highest attaining group is enthusiastic and demanding and challenges the pupils very well. Pupils respond with excitement and enthusiasm and, as a result, standards of attainment are rising. However, the most recent National Curriculum test results at age seven were only average. Pupils in the current Year 2 show good progress and have attainment that is above average overall, with some achieving very well.
4. The last report identified a need to meet the needs of pupils of different attainments more effectively and better challenge higher attaining pupils. As a result, the school has made substantial changes to the organisation of teaching of English and mathematics in Years 5 and 6. These groupings enable teachers to focus more precisely on pupils' needs, particularly in mathematics lessons. Specific groups of pupils are also identified to have teaching designed to boost their attainment in specific areas of learning. These groupings are mainly successful and help pupils to learn effectively and raise the standards of their work. This has a positive effect on the teaching of higher attaining pupils. Lessons are

challenging and the teacher gives pupils good support to reach higher standards of attainment. However, teachers sometimes miss opportunities to extend the learning of higher-attaining pupils, notably when giving extension activities that are too close to the original work to promote substantial learning. For example, a Year 6 extension writing activity did not give pupils opportunities to plan their own writing.

5. The school makes good efforts to support lower attaining pupils through the groups for English and mathematics. Teachers plan their lessons well and make effective use of national guidance, particularly for literacy and numeracy, to support and sequence pupils' learning. This ensures good attention to developing pupils' basic skills. Throughout the school, pupils with special educational needs are given effective support in their lessons to allow them to make good progress. Teachers plan and organise activities that closely match their needs and levels of attainment. Pupils' confidence and self-esteem develop well through work that reflects the targets in their individual education plans. Effective classroom assistants engage pupils' attention and to promote learning through careful questioning. In a Year 6 lesson, for example, good additional discussion developed lower-attaining pupils' understanding and gave them confidence to use new terms. They correctly used terms such as 'emotive language' and 'imperative verbs' in their answers. Support staff clearly understand the needs of the identified pupils and the purposes of the activities. This allows them to give sympathetic but well-targeted support to increase pupils' learning.
6. Most teachers have very enthusiastic approaches to lessons that quickly capture pupils' attention. They question pupils well and give pupils the confidence to answer. As a result, pupils think hard about their answers and this ensures good learning. In a Year 5 mathematics lesson, for example, the teacher insisted that pupils used terms such as *partitioning* correctly when describing their calculations. In a Year 3 lesson in the computer suite the teacher ensured that pupils correctly used technical language such as *records* and *fields* when setting up a database. Good discussions of how pupils are applying their skills are useful in making pupils aware of how they are learning. In many lessons, a discussion period at the end of the lesson allows pupils to consider their learning and reflect on how they could have done better.
7. Teachers make very good use of a wide range of resources to motivate pupils and help them to learn well. For example, the large-scale Ordnance Survey maps of the area fascinated and excited Year 3 pupils. Teachers make good use of individual whiteboards in mathematics lessons to develop quick mental arithmetic skills. They use a wide range of artefacts to illustrate work in lessons and this is particularly apparent in the reception class. Teachers often use homework effectively to increase pupils' learning and build carefully on the pupils' lessons. It is most effective in promoting and developing pupils' reading and contributes to the good reading standards in the school. In other subjects, however, homework is less consistent and makes less impact on pupils' learning.
8. Teachers help pupils to be clear about what is expected of them. Good organisation of lessons and well-established routines help lessons to have good pace. Teachers use a good range of approaches, carefully chosen to help pupils to learn. For example, lessons have a good mix of instruction, discussion and activities to learn new skills and apply them. Teachers have good knowledge and understanding of the subjects they are teaching, often drawing effectively from national guidance. Very good explanations are strong features of many lessons. These ensure that pupils are very clear of what they need to do and help to maintain the good pace of learning.
9. Many teachers show good confidence in approaching the use of the new computer suite. This is having a positive impact on pupils' attainment in information and communication technology. The resources are good, although teachers have identified a number of 'teething troubles' that they need to resolve in order to ensure consistently good learning.

Throughout the school, pupils develop confidence with computers and begin to use a wide range of programs. Teachers are less effective at using the computers in their rooms to enable pupils to practice and consolidate their learning, for example in developing and using word-processing skills.

Very good provision for pupils' personal development helps them to mature and be responsible.

10. The overall provision for pupils' personal development is very good with particular strengths in providing for pupils' social and moral development. The positive ethos of the school forms the framework of a caring school community. The caring, welcoming atmosphere and very supportive relationships between staff and pupils build pupils' self-esteem and contribute to their developing maturity. This gives pupils a very secure foundation for their learning and helps them to do well. Teachers effectively use the very good relationships to promote pupils' personal development and create good learning environments. Because of these good relationships, teachers rarely have to use time to control classes and this leads to good learning. Pupils respond very well to this and are enthusiastic about their work. This encourages them to apply themselves effectively and helps them to do well. As a result, pupils are responsive in lessons, behave very well, listen carefully and carry out their tasks willingly and responsibly, contributing positively to their learning.
11. Pupils' very good responses to school and to lessons lead to good behaviour and a strong commitment to learning. The school has introduced a very good system of rewards and sanctions that successfully promotes good behaviour and pupils' enthusiasm for school. Adults act as very good role models to pupils through very good relationships with each other and the pupils. This ensures mutual respect and care for one another. As a result, pupils develop a strong sense of the difference between right and wrong throughout the school.
12. Teachers give pupils many good opportunities to take responsibilities in many aspects of their lessons. The good range of strategies includes many opportunities for pupils to work together in their lessons, encouraging co-operation and very good social development. The success of these strategies shows in the very good levels of co-operation, even from the youngest children in the school. In the reception class, for example, children are keen to get others to join in and they encourage playing together, sharing and taking turns. Year 4 pupils, for example, sensitively discuss the merits of different types of workers to the development of St Lucia.
13. The school pays good attention to developing pupils' understanding of the values and feelings of people in other cultural groups. Almost all pupils are white and the school effectively encourages tolerance and respect for other races. For example, some visitors give pupils experience of wider cultures, such as African drummers, a steel band and musicians from India. There are some interesting activities for pupils out of lessons, including residential visits that include good opportunities to take part in adventurous activities. The very wide range of activities has a very positive effect on the personal development of pupils and the standards they achieve.
14. Assemblies focus on a good range of issues that encourage pupils to develop awareness of the wider world and their place in it. For example, pupils identify the importance of food and water to people around the world as they prepare for a school charitable fund-raising activity. Good links are made that develop pupils' spiritual understanding and pupils willingly reflect on aspects of assemblies that touch on their lives. Teachers introduce many elements within their teaching that encourage amazement and wonder and these capture pupils' attention well. Teachers make good use of personal and social education lessons to explore important social and moral themes that have a positive impact on pupils' personal development. Teachers make good use of questioning and place clear attention

to getting pupils to consider their own personal responses in discussions. As a result, pupils build good understanding and respect for the beliefs and feelings of others.

A good range of well-planned activities interests and motivates pupils well, helping them to have good attitudes to learning.

15. Since the last inspection, the school has made significant improvements to the curriculum. In particular, the school has introduced an effective strategy to teach English and mathematics in the junior years in sets of pupils formed on the basis of their earlier learning. This enables teachers to challenge higher-attaining pupils more effectively, while still supporting lower-attaining pupils well. New schemes of work and planning systems have been introduced that make good use of national guidance. They give good support and guidance to teachers and, as a result, teachers' planning has improved and is clear and consistent through the school.
16. Teachers develop pupils' numeracy skills well through a range of activities, particularly in aspects of subjects such as design and technology, where pupils recognise the properties of shapes and measure accurately. Teachers give pupils sound opportunities to develop their literacy skills in other subjects. Pupils use their good reading skills effectively, for example in finding information in history and geography lessons. Opportunities to write in a wide range of styles to support their learning are more limited, although the school has identified the weakness in writing skills. Teachers have established a number of moves to make improvements. For example, the newly instituted *Big Writing Day* gives junior pupils opportunities to extend their use of imaginative language.
17. There is a very good range of learning opportunities across all the subjects of the curriculum. Well-planned activities develop pupils' skills carefully through first-hand experiences that extend pupils' understanding. In most lessons, teachers provide a good balance of activities including relevant practical activities that capture pupils' attention and make learning fun. This has a strong positive effect on pupils' attitudes to lessons. This is shown when pupils show real enthusiasm for activities in all subjects. In Year 2 mathematics lessons, for example, pupils are very keen to give answers and suggestions. They feel confident that teachers and other pupils will listen carefully to what they have to say and will value their contributions. This encourages them to give answers and promotes effective learning. Pupils are eager to learn and their good behaviour in most lessons means that teachers do not lose valuable teaching time in keeping order. Pupils' behaviour is only weaker in the very few lessons when teachers do not make their expectations of behaviour very clear.
18. Although the school has placed substantial emphasis on the development of pupils' basic skills, there has been a very strong and successful commitment to a wide curriculum. An extensive range of visits and visitors to the school successfully enriches provision. These play an important role in extending pupils' experiences of, for example, poetry, dance and music. For example, pupils have taken part in workshops relating to African drumming and listened to a string quartet. Residential outdoor pursuits visits for older pupils play an important role in promoting their personal development. There are very many interesting activities for pupils out of lessons, including a very wide range of sporting clubs including football, athletics and gymnastics. These significantly add to pupils' experiences and encourage pupils to feel a part of the school. Pupils have opportunities to sing in the choir and learn musical instruments such as the violin and recorder. These activities have a positive effect on their personal development and their enthusiasm for learning.

Good management is identifying how to make improvements.

19. Leadership and management at the time of the last inspection were good, but there were weaknesses, particularly in monitoring the development of subjects. The headteacher has

established a substantial and well-organised monitoring system to give a clear and accurate picture of the school. Increasingly effective analysis of school data is identifying strengths and weaknesses of pupils' achievements. Improved structures for working together have led to a shared view of how the school can be managed and of the responsibilities of such staff as subject co-ordinators. The headteacher's strong emphasis on personal relationships and valuing individuals has the positive effect of promoting much good teamwork and the commitment to improve. As a result, staff work together well to improve all aspects of the school's work to achieve good standards. The overall result is a positive and supportive ethos that encourages governors, staff and pupils to do well.

20. Subject co-ordinators play an increasing role in managing the school's work. Their monitoring of planning, scrutiny of pupils' work and lesson observations give clear data about how well the school is doing in each of the subjects. The school uses this information to identify potential priorities for wider discussion and to establish development plans for subjects. This process has been very effective, for example, in improving the school's provision for information and communication technology. The co-ordinator has overseen a variety of successful approaches to improve provision. These include substantial improvements in resources, review of curriculum documents and focused training to improve teachers' personal skills. These developments have been linked to monitoring of teaching to share good practice. As a result, teaching has improved throughout the school, pupils and teachers are confident when using computers and pupils' standards are improving.
21. Governors are well informed and they recognise their role to question and challenge the school. They have successfully remedied the weaknesses in monitoring developments identified in the last report. They take an increasingly wide range of additional roles, such as links with specific subjects. Through these roles, governors can question the staff involved and discuss the progress achieved. These structures are giving governors a clearer view of the school and are helping them to ensure that the school fulfils all its statutory requirements.
22. The school has made improvements to the development planning process. There are very good links with the professional development of staff, reflected in the school's successful achievement of an Investors in People award in 1999. Training opportunities relate well to the overall needs of the school but also effectively address teachers' personal priorities. As a result, all staff are well trained and there are effective strategies for inducting new staff into the school. Governors keep a close eye on spending at regular intervals through the year. They evaluate developments and spending carefully against intended improvements, particularly in pupils' achievements. This ensures that the school obtains best value for all the resources at its disposal. The school has been particularly effective at identifying specific grants and funds that have enabled them to improve provision for pupils.

WHAT COULD BE IMPROVED

Standards in writing do not fully match pupils' capabilities.

23. Pupils' standards of writing are lower than they achieve in reading throughout the school. This is particularly apparent in the school's National Curriculum results at the age of 11 years. The school has identified this in its monitoring and evaluation and has established a number of appropriate actions linked with targets for pupils and in teachers' professional development. Although these have begun to have some effect, standards are still lower than they should be because pupils' learning is not consistent enough. Pupils' work lacks sufficient rich, complex and imaginative language to achieve the higher levels of attainment. Often work is marred by careless mistakes in spelling and punctuation that should have been identified in pupils' own thorough checking.
24. Literacy lessons often focus more strongly on developing reading rather than writing skills. Teachers are effective at this, shown in the strong reading standards achieved in the school. The school has already identified that it has been giving pupils too few opportunities to write for extended periods. This has limited their achievements in writing. A new initiative in the junior classes, *Big Writing Day*, is designed to redress the balance. Teachers teach pupils specific writing skills and give them longer periods to use them as they write independently. This is beginning to have a positive effect, although it has not spilled over into all of pupils' writing.
25. Some aspects of writing, such as note taking and research skills are promoted effectively in lessons and pupils reach good standards. Year 4 pupils, for example, made good notes about jobs in St Lucia from a video that enabled them to discuss many issues. However, some opportunities for using and developing writing in other subjects are missed. In the same Year 4 lesson, pupils had too little time to set out their thoughts in a valid writing task, despite having good information. Pupils' past work indicates that teachers rarely identify how the writing component of lessons in other subjects can promote pupils' writing. Similarly, although teachers make increasingly effective use of the new computer suite, they make much more limited use of the computers in their classrooms. They give pupils too few opportunities to use computers to draft and edit writing as a natural part of their lessons.
26. Teachers are collecting much good information on how well pupils are writing but do not make enough use of this. There are now extensive assessments of older pupils' attainment against National Curriculum levels in a series of writing tasks. The recorded information includes detailed notes on pupils' strengths and weaknesses. However, these are not followed through rigorously enough to ensure that pupils improve. For example, although some pupils' records showed no significant progress this year, no action had been taken to establish what improvements needed to be made. This limits the effectiveness of the potentially very strong assessment system. Similarly, pupils have some simple identified targets to improve their writing and teachers have established good strategies to allow pupils to track their own improvements. However, teachers do not consistently remind pupils of their targets to ensure improvements take place. This is particularly evident when pupils write in other subjects. These factors contrast with the school's approach to mathematics, where accurate assessment and effective matching of tasks is helping to raise standards throughout the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school has identified pupils' standards in writing as a concern and implemented some initial strategies to improve this. These are having some initial success but to extend the process further, the headteacher, staff and governors should now:

- (1) raise the standards of pupils' writing through the school by:
 - making sharper use of teachers' assessments of pupils' writing skills to identify learning needs, group pupils and match work to their needs;
 - widening the range of writing tasks in other subjects to contribute purposefully to pupils' development of complex and imaginative language;
 - ensuring that teachers refer systematically to pupils' individual writing targets and that pupils use these in all writing activities;
 - extending pupils' opportunities for writing activities in homework and through use of classroom computers.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	4	8	3	0	0	0
Percentage	6	25	50	19	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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	255
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Needs	1
Number of pupils on the school's special educational needs register	20

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	15	17
	Girls	14	14	15
	Total	30	29	32
Percentage of pupils at NC Level 2 or above	School	91 (94)	88 (94)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	16	16	18
	Girls	14	14	15
	Total	30	30	33
Percentage of pupils at NC Level 2 or above	School	91 (97)	91 (97)	100 (97)
	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	15	21	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	10	13
	Girls	19	16	18
	Total	31	26	31
Percentage of pupils at NC Level 4 or above	School	86 (94)	72 (92)	86 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	13	14
	Girls	18	17	19
	Total	28	30	33
Percentage of pupils at NC Level 4 or above	School	78 (86)	83 (92)	92 (92)
	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	236	0	0
White – Irish	0	0	0
White – any other White background	1	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	6	0	0
Asian or Asian British – Pakistani	3	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	1	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	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)	11.4
Number of pupils per qualified teacher	22.4
Average class size	31.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	175

FTE means full-time equivalent.

Financial information

Financial year	2001 - 2002
	£
Total income	545,711
Total expenditure	548,066
Expenditure per pupil	2,166
Balance brought forward from previous year	20,350
Balance carried forward to next year	17,995

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 45.5%

Number of questionnaires sent out	255
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	5	0	0
My child is making good progress in school.	35	52	9	1	3
Behaviour in the school is good.	40	54	3	0	3
My child gets the right amount of work to do at home.	28	57	11	4	0
The teaching is good.	46	48	3	0	3
I am kept well informed about how my child is getting on.	18	53	20	9	0
I would feel comfortable about approaching the school with questions or a problem.	44	42	9	5	0
The school expects my child to work hard and achieve his or her best.	53	44	0	2	1
The school works closely with parents.	22	50	21	2	5
The school is well led and managed.	42	43	9	0	6
The school is helping my child become mature and responsible.	41	52	3	0	4
The school provides an interesting range of activities outside lessons.	41	44	9	0	6