

INSPECTION REPORT

WEST BRETTON PRIMARY SCHOOL

West Bretton, Wakefield

LEA area: Wakefield

Unique reference number: 108167

Headteacher: Mr C Batley

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 10-11 March 2003

Inspection number: 246764

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: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Bretton Lane
West Bretton
Wakefield

Postcode: WF4 4LB

Telephone number: 01924 830204

Appropriate authority: The governing body

Name of chair of governors: Mrs K Ladley

Date of previous inspection: 12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much smaller than most. Numbers attending have remained constant since the previous inspection; currently, there are 68 full-time pupils and one part-time pupil organised into four classes. The sizes of year groups are uneven; the Reception year and Years 2 and 4 are bulge years. The locality has very little social and economic disadvantage. Currently, no pupil is eligible for a free school meal; this is very low. Almost all of the pupils are from white United Kingdom families; four per cent are from Irish families or have mixed ethnicity. No pupil speaks English as an additional language and no pupil is from a refugee or Traveller family. Thirteen pupils, 19 per cent, are listed as having special educational needs; this is average. The significant special educational needs include dyslexia and dyspraxia. No pupil has a statement of special educational needs. Overall, the standard of attainment on entry to the Reception year is above average. The proportion of pupils who join or leave the school at other than the usual time of admission or transfer is low. A new headteacher took over the school in January 2003, about eight weeks before the inspection. He has a significant teaching commitment. Two of the three other full-time teachers have been appointed within the last two years and all teachers apart from one have changed since the previous inspection.

HOW GOOD THE SCHOOL IS

This is a typical small school. Its family ethos is strong and pupils are well cared for. Almost all pupils make the progress they should and, over the last three years, the substantial majority of eleven-year-olds have attained or exceeded the nationally expected level for their age. Pupils are confident, settled, well motivated, and well behaved. The teaching is good. The headteacher has made a good start and the school is united. The cost of educating each pupil is relatively high. Considering all of these factors, the school gives satisfactory value for money.

What the school does well

- Test results in Year 6 are regularly well above average in English, mathematics and science.
- The teaching is effective.
- The pupils work hard in lessons and behave well.
- The leadership of the headteacher is good.

What could be improved

- The provision for physical education indoors and for pupils in the Foundation Stage to learn through physical activity outdoors is poor.
- The provision for the few pupils with special educational needs is not as good as it should be.
- The systems for checking and evaluating the performance of the school, the teaching, and curricular effectiveness are underdeveloped.

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 previously inspected in January 1998. Since then, the school has been through a period of significant change in personnel. Improvement overall since the previous inspection has been satisfactory. The above average standards have been sustained. The teaching of mental mathematics is now much better than it was; a library has been established; and governors are now adequately involved in budget setting. A nearby village hall is used for gymnastics, although the quality of this accommodation is unsatisfactory because it is unsuitable for apparatus work. A policy for design and technology has been written but does not provide adequately for progression in learning as pupils get older; this is unsatisfactory.

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	A	A	B	B
mathematics	B	A*	A*	A*
science	A	A	A*	A*

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

The table shows that the results in Year 6 in English, mathematics, and science have been regularly well above average over the past three years, placing the school's performance in the top 25 per cent nationally. In 2002, the results in mathematics and science were so high they were in the top five per cent of schools; this was excellent. In Year 2, the results in 2002 were average in reading, writing, and mathematics.

The standard of current work in Year 6 is above average overall in English, mathematics, and science and broadly consistent with test results in previous years. Nearly all of the pupils in this age group are on course to attain or exceed the nationally expected level for their age in these subjects by the end of the school year. The achievement of all the pupils in Year 6 is consistent with national expectations when compared to their attainment when aged seven and is good for the cohort overall. The standard of current work in Year 2 is average in reading, writing, and mathematics. Pupils in Year 2 with average and high attainment on entry to school have made satisfactory progress between the ages of four and seven. However, throughout the school, the few pupils with significant special educational needs are making mixed progress in relation to the difficulties they face. They could achieve more than they do because their work is not always appropriately matched to their learning needs. The pupils in the Reception year have made good progress since starting school; all of them are on course to attain or exceed the nationally agreed goals for early learning by the end of the school year.

The targets for 2002 in English were exceeded and those in mathematics were met. The targets for 2003 are lower than 2002 because some pupils have significant special educational needs. The targets have a satisfactory degree of challenge overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils like school, respond well in lessons, and work hard.
Behaviour, in and out of classrooms	Good overall. In all lessons, the pupils behave well and accept the framework for behaviour established by the teachers. Playtimes and midday are orderly.
Personal development and relationships	Good. Pupils are polite and courteous. The oldest pupils accept responsibility well and show appropriate initiative. Relationships are good.
Attendance	Very good. Governors actively discourage holidays in term time; this is good practice.

The standards of current attitudes and behaviour are consistent with the previous inspection. No bullying was seen and none reported by pupils. The headteacher has acted effectively to remedy some misbehaviour at playtimes reported by parents.

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 teaching is effective in the main. In the lessons of good or better quality, the teachers meet the learning needs of all pupils, who make relatively quick progress in the time available. Tasks are appropriately challenging; work is completed on time. The proportion of lessons that are satisfactory in quality is relatively large. In these lessons, the teaching meets the learning needs of most but not all pupils in the class. In particular, low attaining pupils sometimes receive the same work as everyone else and find it too difficult. None of the teaching is unsatisfactory and this is better than the typical school nationally. The teaching is good overall in English and mathematics. The National Literacy and Numeracy Strategies are effectively implemented and this is leading to literacy and numeracy, including phonics and basic skills, being well taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	
The quality and range of the curriculum	Satisfactory. The curriculum in the core subjects is generally well planned and taught. The planning in other subjects is basic and does not always identify progression in learning as much as it should.
Provision for pupils with special educational needs	Not as well developed or as rigorous as it should be. The procedures for identifying pupils with learning difficulties, the pupils' individual education plans, and the records are weak.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for spiritual development is satisfactorily met through collective worship and religious education. Appropriate priority is given to social, moral and cultural development.
How well the school cares for its pupils	Broadly satisfactory. The child protection arrangements meet requirements. Some of the health and safety procedures are conducted informally and records are not kept.

The curricular planning for design and technology does not provide adequately for progression in knowledge and skills. No records of risk assessments can be found. Systems for tracking pupils' progress are only now being put in place and need further development. The parents' association is very active and makes a good contribution to the school. The views of parents are positive. They like the school and think that it is doing a good job in the main.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Broadly typical overall. The new headteacher shows good leadership and has united the school. The leadership and management roles of other staff are only partly developed, reflecting recent staff changes.
How well the governors fulfil their responsibilities	Typical. Governors are loyal to the school and appropriately involved in its life and work. The business of the governing body is properly conducted. Relevant statutory requirements are met.
The school's evaluation of its performance	Underdeveloped. Few systems are in place.
The strategic use of resources	Satisfactory. Governors are involved in setting the annual budget and deciding how the money is to be allocated. Best value principles are not followed rigorously.

The systems for checking, evaluating and developing teaching and curricular effectiveness are insufficiently programmed and lack rigour; little is documented. Governors are supportive of the school and have a clear picture of its main strengths and development needs. A surplus amounting to some 13 per cent of the budget has accrued; this is excessive. A grant to extend the teaching space and provide a new school hall is provisionally

available in 2003 and building plans are under consideration by governors. If the building project proceeds, then the governing body intends to reduce the budget surplus by purchasing equipment for the new teaching spaces.

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 like school and attend willingly.• Standards are good.• The teaching is good.• The school is approachable and communicates effectively with them.	<ul style="list-style-type: none">• A relatively large number of parents think that the provision for extra-curricular activity is too limited.• A few parents think that the amount of homework provided is inappropriate.

The inspectors agree with the positive views of parents and will find these dealt with extensively elsewhere in the report. Inspectors agree with parents that the range and volume of extra-curricular provision are limited. The new headteacher is aware of this and acting to bring about improvement. The inspectors find the arrangements for homework inconsistently implemented and in need of improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Test results in Year 6 are regularly well above average in English, mathematics and science

1. The 2002 test results for Year 6 pupils were above average in English and well above average in mathematics and science. Six pupils were tested. Normally when cohorts contain ten or fewer pupils, the results are not published in detail because of a risk to confidentiality. However, all of the six pupils in 2002 attained or exceeded the nationally expected level in English, mathematics, and science and this was a commendable achievement. The results in mathematics and science were in the top five per cent of schools nationally because a substantial proportion of the pupils did very well in these two subjects and exceeded the nationally expected level; this was excellent. The results in reading were also excellent but the results in writing lagged some way behind and this reduced the overall performance in English to above rather than well above average.
2. Over the past four years, the results in Year 6 have been regularly well above average in the core subjects of English, mathematics and science. There have been annual variations but these have not been significant and reflect the occasional presence of a pupil with notable learning difficulties. In 1999 and in 2001, the results in mathematics and science were in the top five per cent of schools nationally. Over the past five years, the trend of improvement in English, mathematics, and science has kept pace with the national trend.
3. The Year 6 pupils tested in 2002 had achieved well compared to their attainment in 1998 when in Year 2 aged seven. When compared only with those schools that had similar test results in Year 2 in 1998, the performance of the pupils was good in English overall and excellent in mathematics and science. This comparison shows good educational value added in English and excellent educational value added in the other two subjects. Close analysis of individual achievement supports this finding. Analysis shows that all pupils in Year 6 in 2002 had made or exceeded the nationally expected amount of progress over the four junior years in all subjects tested, though fewer exceeded the expected amount in writing.
4. In 2002, almost all of the Year 6 pupils exceeded the nationally expected level in reading by a significant margin but none did so in writing. The 2002 standards in reading in Year 6 were excellent but were only average in writing, showing relative underachievement in the latter. Half the pupils exceeded the expected level in mathematics and nearly all did so in science. Girls in Year 6 did much the better in English than the boys in 2002; this has been the case for several years. On average, the girls were about a year ahead of the boys. These variations in attainment between boys and girls were not found in either mathematics or science, suggesting that it is the boys, particularly the more able, who are underachieving in English.
5. The standard of current work in Year 6 is above average in English, mathematics, and science. Some children in the current Year 6 have significant special educational needs. They are mostly making satisfactory progress in relation to their difficulties, which are partly concerned with writing and mathematics, though progress could be stronger in mathematics.
6. In reading, all of the pupils currently in Year 6 are attaining the expected level for their age. About half are on course to exceed the level by the end of the school year. All of the pupils in this year group are independent readers who cope well with the different reading tasks in lessons and can apply their skills for study purposes. They read fluently, accurately, and expressively and tackle the longer unfamiliar words effectively. The higher attaining pupils read books of an adult level of difficulty and show well-developed preferences for author and types of story. In writing, as in the 2002 tests, current standards in Year 6 lag behind those in reading, though the proportion on course to attain or exceed the expected level is broadly average. The writing of the substantial majority is well organised to fit the purpose, whether it is an account, story, letter, or poem. Most pupils use paragraphs and the writing is made lively and interesting through the good use of adjectives and adverbs. Nearly all pupils employ a broad vocabulary to vary sentence beginnings and the connection of clauses. Punctuation, spelling, and grammar are generally accurate and handwriting is legible and joined.
7. In mathematics, the substantial majority of pupils currently in Year 6 are on course to attain or exceed the nationally expected level by the end of the school year; about half are likely to exceed expectations. The pupils are generally competent and accurate using addition, subtraction, multiplication, and division with

relatively large numbers and can complete calculations to several decimal places. Skills of mental mathematics are good and the pupils have appropriately quick and accurate recall of basic number and multiplication facts. The higher attaining pupils can multiply and divide whole numbers and decimals by 10, 100 and 1000 and use non-calculator methods to solve problems using multiplication and division with large numbers.

8. In science, the current pupils in Year 6 have experienced a broad curriculum and this has given them a wide-based factual knowledge across each of the national attainment targets for this subject. For example, they know about solids, liquids, and gases, and that water evaporates or can freeze solid. They know that the earth revolves around the sun, the moon around the earth, and have some knowledge of other planets. In one lesson, the Year 6 pupils showed clear understanding of how pitch and volume are altered by stretching or slackening an elastic band and linked this to their existing knowledge of sound. In experiments, the pupils realise the need for careful measurement, repeating tests to check for accuracy, and the need for the test to be fair. All of this is consistent with or better than the expectation for the age group and the proportion attaining these levels is above average.

The teaching is effective

9. The quality of teaching is good overall. All of it is satisfactory or better and 57 per cent is good or better. This is broadly consistent with the previous inspection though all of the teachers apart from one have changed since that time. In the majority of lessons, pupils learn quickly and gain something worthwhile from the teaching. The pace of learning for those pupils with typical attainment for their age is consistent with national expectations throughout the school in English, mathematics, and science. The challenge for higher attaining pupils is sufficient in English and mathematics in Years 3 to 6 to extend learning appropriately. However, teachers should do more to stretch the higher attaining pupils in Year 2, particularly in mathematics, where the work is occasionally too easy for them. The pace of learning for the small number of low attaining pupils is uneven throughout, reflecting provision that is sometimes unsuited to their specific needs.
10. The good teaching found in more than half the lessons meets the learning needs of all the pupils and provides effective support for both low and high attaining pupils. In a good literacy lesson in the combined Year 5 and 6 class, the teacher shared the main learning objectives with pupils at the outset and this gave them a strong sense of purpose and direction. The teaching in this lesson effectively helped the pupils to learn about the organisation and key features of a fable. Explanations were clear and well supported with illustrations and examples. By the end of the first part of the lesson, all pupils were able to start composing a fable of their own, which they did by choosing a specific moral for their story. In addition, they decided whether to open their story with interesting dialogue, action, or a description of the setting, demonstrating that they had learnt quickly from the teacher's introduction. The work interested the pupils and they sustained concentration until it was finished.
11. The weekly and daily planning is mostly of good quality. Where teaching is good or better, both the planning and the teaching provide adequately for pupils with different levels of attainment and from different year groups. In a good lesson in the combined Years 3 and 4 class, the teacher asked both general and directed questions during shared work at the start of the lesson. The general questions challenged the more able and the oldest pupils very well, making them think carefully about the main themes in the story they were reading together. The direct questions were used to bring in the lower attaining and the younger pupils, and particular children who otherwise might not participate. The lesson plan showed specific work for each year group and each ability group. Effective implementation of the plan resulted in challenging tasks for the higher attaining pupils and manageable work for those with lower attainment. This good planning and provision of work differentiated for specific groups was not found in lessons of satisfactory quality and is one of the reasons for the inconsistent learning of low attaining pupils.
12. Teachers' subject knowledge is sufficient for the subjects and age groups they teach. This mostly good knowledge enables teachers quickly to adapt their questioning and respond constructively to the pupils' answers, comments, and misunderstandings during shared work, helping to increase the extent of learning effectively. In the good quality lessons, the teachers' expectations that the pupils can complete the tasks and understand the ideas taught are appropriately high, resulting in challenging work. The management of pupils is a particular strength of the teaching. In all lessons, the teachers create a constructive working atmosphere that is always free from oppressive behaviour and unwelcome distractions. Time is used efficiently in the main.

The pupils work hard in lessons and behave well

13. Parents are very satisfied with the efforts of the school to develop in their children appropriate attitudes to work and play. Ninety-six per cent of parents think that their children like school; this level of response is very high. The findings of the inspection support these positive views of parents. In all lessons, almost all of the pupils are attentive, respond well to the teachers, show interest in their tasks, and work hard. Only occasionally do a few pupils let their concentration wander and they are soon brought back to attention. The positive attitudes reflect the success of teachers in making the purpose of lessons clear and the tasks interesting.
14. Behaviour is good overall. No misbehaviour occurs in lessons and pupils work, and learn, in an atmosphere that is free from oppressive behaviour. Outdoors, the pupils play together robustly yet mainly within the boundaries set by the headteacher for their behaviour. No bullying, sexist, racist or oppressive behaviour was seen. A few parents raised concerns at the pre-inspection meeting about a small amount of bullying but no evidence to support their concerns was found. The recent action taken by the headteacher to provide equipment for pupils to use at playtime, such as balls and skipping ropes, has been very successful. Almost all pupils use these resources and play constructively. The headteacher and other staff members take their playtime supervisory roles very seriously, engaging actively with pupils as well as providing a visible presence. This involvement by staff turns play periods into useful learning situations. The teachers provide good role models. On the rare occasions when disagreements between pupils or infringements of rules occur, the teachers talk through the problems, allow time for pupils to reflect, and lead them effectively towards an understanding of the values that underpin good behaviour; this is good practice. No exclusions have occurred during the reporting period.
15. The headteacher has introduced systems for pupils to be given responsibilities such as being a monitor and helping with assemblies, and these are helping to promote positive attitudes to school among the pupils. For example, the pupils prepared the canteen for collective worship, including setting up the CD player and handing out the hymnbooks. They accepted these responsibilities willingly and showed good initiative by checking the volume level of the CD player and by asking visitors if they needed a hymnbook. Attendance is well above average. The school actively discourages holidays in term time and is successful in reducing their impact on attendance and learning.

The leadership of the new headteacher is good

16. The leadership of the headteacher is good. He has only been in post for eight weeks but in that short time he has made the educational direction of the school clear. He leads well by the example of his teaching and his willingness to accept responsibility. The school is united and committed to change and improvement. The headteacher has created an effective team spirit and is receiving strong support from the teachers and governors.
17. The headteacher has already completed an initial evaluation and started to act to improve the school. For example, he has identified both writing and behaviour at playtimes as aspects for improvement. He has already established a vision of good practice for teachers to emulate in these developments and there are early signs of improvement. In writing, the teachers have looked at different pupils' work and discussed standards with a view to raising expectations. New equipment has been purchased for pupils to use at playtimes and supervisors now encourage pupils to play constructively.
18. The headteacher has started to check the quality of weekly planning and to introduce common formats for this process. He has observed lessons and worked with the teachers, though not as part of a structured and formal programme of visits, and has developed a good understanding of strengths and weaknesses in teaching and curricular effectiveness. He is using this knowledge to prioritise the targets for school improvement. The school development plan is being revised and updated. The priorities to develop curricular planning, enhance the provision for information and communication technology, improve personal and social education, and develop the management roles of other teachers are all relevant to the needs of the school.

WHAT COULD BE IMPROVED

The provision for physical education indoors and for pupils in the Foundation Stage to learn through physical activity outdoors

19. The school lacks specialist accommodation and outdoor areas necessary for teaching in full the National Curriculum programme of study for physical education and the nationally agreed curriculum for the Foundation Stage. The school uses a nearby community hall and the school canteen. Both are very cramped, allow only floor work with small numbers of pupils, and have potential hazards in the form of stacked furniture around the edges of the rooms. The lack of indoor provision means that infant and junior pupils do not get their full entitlement to the physical education curriculum. No portable equipment is available to use outdoors so that the pupils can work above floor level; this is unsatisfactory. During the inspection, no lessons took place in Years 1 to 6 and so standards cannot be evaluated. The playing field is of satisfactory size but is undulating, reflecting the remains of medieval strip cultivation. It is a protected site and cannot be levelled. The undulations, although a useful resource for history lessons, make running and the development of ball control skills difficult.
20. In the Foundation Stage, the pupils in the Reception year have no outdoor space specifically resourced for them to use. Instead, the youngest Reception year pupils use the playground while the older pupils participate in collective worship. This lasts about 15 minutes every day. The teacher makes the best use she can of this limited opportunity but it is insufficient for the pupils' learning needs.

The provision for pupils with special educational needs

21. Parents think that the pupils with special educational needs receive good support. This belief is not entirely misplaced because the small class sizes enable teachers to create a close family atmosphere. This helps with general development but is not always sufficient academically. The pupils with special educational needs benefit socially and in terms of their personal development from the strong community and family characteristics but insufficient attention is given to consistently providing well matched work in lessons and this sometimes results in slower academic progress. In a mathematics lesson in the juniors, a boy with significant difficulties in mathematics was given the same work as the other pupils. He found this too difficult; no additional support was provided and he did not complete the work. The picture varies between classes and subjects. Efforts made by the headteacher to encourage teachers to provide work at different levels for pupils, and so help those with low attainment and special educational needs, are having some success in writing. Nationally prepared programmes for teaching phonics and basic literacy skills to pupils experiencing temporary difficulties are being used with satisfactory success to supplement the National Literacy Strategy. These are relatively recent but welcome developments.
22. The systems to identify pupils with learning difficulties have lacked rigour until recently and still have room for improvement. The small number on roll enables teachers to know all the pupils reasonably well without resorting to extensive assessments or record keeping. This informality, however, has the potential for some pupils' difficulties going undiagnosed and for continuity of support being lost when teachers leave, taking their knowledge with them. Satisfactory use of tests and assessments is now being made to identify those children whose scores fall below specified benchmarks and to check the reasons why their scores are low. This emerging good practice should be extended to include identifying pupils whose measured progress also falls below acceptable levels. Too few records have been kept of the difficulties pupils with special educational needs are experiencing, of the progress they make, and of contacts with parents and with outside agencies; this should be remedied quickly. Individual education plans are sometimes imprecise and have targets that are too broad for the time available. The written policy for special educational needs is out of date; a replacement is in draft form. Current procedures have insufficient regard for the revised national Code of Practice; this, too, should be remedied quickly.

The systems for checking, evaluating and improving the performance of the school, the teaching, and curricular effectiveness are underdeveloped

23. The procedures for monitoring the school rely too much on informal and irregular methods. Such methods might work satisfactorily during periods when staffing structures are stable but have the potential for a breakdown in continuity when staff members leave. At present, no structured programme is in place to monitor, evaluate, and improve teaching or curricular effectiveness. No formal lesson observations take place. The national system for performance management is not utilised to the full. The headteacher is aware of these shortcomings. He has used informal methods during the first few weeks of his headship and

intends to introduce formal systems soon.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The headteacher and his staff, with the support of the governing body and others with governance of the school, should:
- when funding allows, improve the provision for physical education indoors and for pupils in the Foundation Stage to learn through physical activity outdoors by:
 - providing regular access to appropriate facilities for pupils in Years 1 to 6 so that the National Curriculum programme of study for physical education can be taught in full;
 - providing regular access to outdoor facilities for pupils in the Reception year to allow the nationally agreed curriculum for pupils in the Foundation Stage to be taught in full;
(Discussed in paragraphs 19 and 20)
 - improve the provision for pupils with special educational needs by:
 - providing work for these pupils in lessons that is well matched to their learning needs;
 - writing and implementing a policy for special educational needs that has full regard for the national Code of Practice;
 - making the systems for identifying and monitoring the progress of pupils with special educational needs rigorous and effective;
 - maintaining accurate and thorough records that provide a clear overview of the pupils' difficulties, progress, and involvement of parents and others;
(Discussed in paragraphs 21 and 22)
 - improve the procedures for monitoring, evaluating and improving the effectiveness of teaching and the curriculum by:
 - implementing a programme of regular, formal lesson observations to check the quality of teaching in different subjects;
 - systematically and rigorously analysing pupils' work, assessment information, and teachers' planning to evaluate teaching and curricular effectiveness.
(Discussed in paragraph 23)
25. Minor issues (all briefly discussed in the summary, pages 6-10):
- write and implement a policy for design and technology that provides a clear and systematic order to the teaching of basic skills in this subject;
 - carry out annual risk assessments and ensure that written records of these are maintained;
 - develop the leadership and management roles of other teachers;
 - implement consistently the policy for homework;
 - improve the extra-curricular provision as resources allow.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	7	6	0	0	0
Percentage	0	7	50	43	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 seven 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)	68.5
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

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	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	2.2
National comparative data	5.4

Unauthorised absence	%
School data	1.2
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 2 or above	School	Confidential	Confidential	Confidential
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 2 or above	School	Confidential	Confidential	Confidential
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	4	2	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	2	2	2
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	73 (72)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	2	2	2
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	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	66	0	0
White – Irish	2	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	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	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)	4.8
Number of pupils per qualified teacher	14.38
Average class size	17

Education support staff: YR-Y6

Total number of education support staff	3
Total aggregate hours worked per week	52

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	280,104
Total expenditure	257,953
Expenditure per pupil	3,738
Balance brought forward from previous year	15,000
Balance carried forward to next year	37,151

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	3
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

Number of questionnaires sent out	69
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	2	0
My child is making good progress in school.	68	30	2	0	0
Behaviour in the school is good.	54	36	8	0	2
My child gets the right amount of work to do at home.	38	46	14	0	2
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	59	35	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	12	4	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	58	36	4	0	2
The school is well led and managed.	57	35	4	0	4
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	14	24	38	12	12

Other issues raised by parents

A few parents at the pre-inspection meeting raised concerns about aggressive behaviour at playtimes. Inspectors checked pupils' behaviour and playtimes. They found no aggressive behaviour. The headteacher listened to similar concerns raised by parents soon after his appointment. He has acted swiftly and effectively to improve the situation.