

# INSPECTION REPORT

**St Sebastian's C of E Primary**

Wokingham

LEA area: Wokingham

Unique reference number: 110024

Headteacher: Mr Colin Rouse

Reporting inspector: Mr J Palk  
23630

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> July 2003

Inspection number: 246962

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided Church of England
Age range of pupils:	5-11
Gender of pupils:	mixed
School address:	Nine Mile Ride Wokingham Berkshire
Postcode:	RG40 3AT
Telephone and Fax number:	01344 772427
Appropriate authority:	Governing body
Name of chair of governors:	Dr M Page
Date of previous inspection:	09/03/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23630	Mr J Palk	Registered inspector
11096	Mrs M Davie	Lay inspector
27219	Mrs G Evans	Team inspector

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Saint Sebastian's is a small primary school with 114 pupils on roll. There are five classes, one for Year 6, one for Year 5 and three others each with pupils from two year groups. There are more girls than boys, with significant imbalances in Years 2 and 5, where there are twice as many girls as boys. The school serves a wide area. No pupils speak English as an additional language.

The proportion eligible for free school meals is low at two per cent. The proportion of pupils with special educational needs is below average. Two pupils have Statements of Special Educational Needs. The range of needs includes learning difficulties and behavioural needs.

Children start school after their fifth birthday. Most children's skills are above average when they start school.

Since the last inspection there have been significant improvements to the accommodation with the creation of new reception and administration areas and a school hall.

### **HOW GOOD THE SCHOOL IS**

This is a good school. Pupils attain above average standards. Most of the teaching is good, ensuring that pupils achieve well academically and socially. Leadership and management are good. There is very good provision for pupils' personal development and they leave school confident and self-assured. The school provides good value for money.

#### **What the school does well**

- The curriculum is good and reflects the ethos of the school very well.
- Results in national tests for 11 year olds are very good; pupils attain above average standards in much of their work.
- Literacy and numeracy are taught well.
- There is very good provision for pupils' personal development and they behave well and are eager to learn.
- There is good provision for pupils with special educational needs.
- The school is well led and governors play a full role in monitoring and evaluating performance.

#### **What could be improved**

- Pupils' achievements in science.
- Matching work more closely to pupils' needs in reception, Year 1 and Year 2.
- Strategies for checking teaching quality to make it even better.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1998 and has made good progress in dealing with the weaknesses found. Standards have improved particularly those of higher attaining pupils. Teaching is similar, with some variation in how well individual teachers match work to pupils needs. Leadership and management have improved and there is a clear focus on improvement that now fully involves the well-organised governing body. All the key issue for action previously identified have been tackled effectively. The governors' annual reports have been significantly improved and are now very good; the use of accommodation has improved sufficiently to provide a well balanced curriculum.

## 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*	A*	A*
mathematics	A*	B	A	A
science	A	A*	C	D

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

Evidence from the inspection confirms the high standards for 11 year olds. The underlying improvement is in line with the national trend. The proportion reaching higher levels in English is in the top five per cent of similar schools (A\*), above average in mathematics and average in science. The early indications are that the results in 2003 will show further improvements in all subjects. The results for seven year olds in 2002 were not as high; reading is average, and writing and mathematics above the average for similar schools.

Challenging targets are set for pupils' performances in national tests. The school also sets individual targets; these were met or exceeded by all pupils in 2002 and 2003.

The inspection found that pupils make good progress in English and mathematics. All achieve well in reading, writing and mathematics as a result of the focus the school has had on improving standards in these areas. Pupils' scientific knowledge exceeds expectations, but there are inconsistencies in the rate of progress and most pupils should achieve more in investigative work.

Reception children make satisfactory progress and achieve well, particularly in communication and personal development.

Standards in information and communication technology (ICT) are meeting expectations, but a shortage of resources is limiting achievement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to succeed, interested in what they do and proud of their achievements.
Behaviour, in and out of classrooms	Very good. They are sensible and act with great maturity.
Personal development and relationships	Very good. Pupils are self assured and confident. They develop very good relationships with each other.
Attendance	Good, with levels above the national average.

Pupils help and learn well from each other and these are key factors in their successful learning. Relationships between staff and pupils are very good.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 quality of teaching is good overall. Throughout the school teachers make effective use of resources and demonstration to make teaching interesting and to help children learn. Literacy, numeracy and music teaching are often very good. Teaching of science is satisfactory, but insufficient attention is given to practical work that demands enough of pupils.

Support staff make a very valuable contribution to teaching and learning, particularly in their work with individuals and small groups. Pupils are encouraged to play a full part in lessons through the teachers' questions, and teachers enjoy encouraging them to think. Teaching in the youngest two classes is satisfactory and some aspects are good, but the work given to pupils does not always match closely the skills they need to learn.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good curriculum. Well balanced and enriched by visitors, visits and very good opportunities for all pupils to participate in productions.
Provision for pupils with special educational needs	Good. Pupils receive a good level of carefully targeted support and make good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school has a very positive ethos and individual pupils flourish in the caring environment. Work in subjects such as music makes a very good contribution to pupils' spiritual and moral development. Personal development is very well provided for.
How well the school cares for its pupils	Good. Pupils are well known and well cared for. Pupils' progress is systematically tracked as they move through the school.

The provision for environmental studies enriches the curriculum. The reception children have no regular access to an outdoor area and this limits opportunities for play. Throughout the school good use is made of English and mathematics to support learning across the curriculum.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear sense of direction and is well supported by the staff. There is strong teamwork in the school and all staff work hard to share a range of responsibilities.
How well the governors fulfil their responsibilities	Good. Governors are well organised and well informed. They have good strategies in place to fulfil their responsibilities.
The school's evaluation of its performance	Satisfactory and improving. Systems are in place to check on pupils' achievements, and the information is being used to plan improvements.
The strategic use of resources	Good. Expenditure is carefully planned to improve teaching and provision for all pupils.

The development plan effectively guides improvement. The governors are effective in judging best value. The school uses data on pupil performance well to establish areas of strength and weakness but is not as strong in coming to a view about the quality of teaching.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents feel that:</p> <ul style="list-style-type: none"> <li>• Individuals are valued whatever their ability.</li> <li>• The teaching is good; pupils make good progress and are expected to work hard.</li> <li>• Behaviour is good and children are helped to become mature.</li> <li>• They are able to approach the school at any time.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that the leadership is weak.</li> <li>• That there is not enough information about their children's progress and how they can help.</li> <li>• That there are insufficient clubs.</li> </ul>

The above views are based on the comments of those parents who attended a meeting before the inspection and the responses of parents (41 per cent) in questionnaires. The inspection confirmed their positive views and found there is some justification in some of their concerns. The headteacher is an effective leader and has overseen the continued improvement of the school. The school's approach to dealing with parents' concerns is too casual and in some cases serves to exacerbate matters. The range of clubs is narrow, although the inspection found that the school provides a very good range of other opportunities to enrich pupils' experiences. Reports vary in quality and how they explain what pupils need to do to improve.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The curriculum is good and reflects the ethos of the school very well.**

1. The school provides good opportunities for pupils to enrich and extend their learning through a variety of exciting and stimulating activities. These include visits, visitors, events such as World Book Week, and participation in school productions and national musical and sporting events.
2. A variety of visits enhance the curriculum. These include use of the locality; Ufton Court and Englefield have been used to study environmental issues such as conservation and recycling, and also provide opportunities for outdoor activities such as orienteering. The local church is used regularly for Christian festivals and also to learn more about Christian symbolism and practices. Year 2 pupils have gone behind the scenes as part of their studies into architecture, studying pews and altars. These studies have linked well with developing skills in history and art.
3. All pupils have opportunities to take part in annual school productions, which boost their confidence as well as giving further opportunities to develop public speaking, singing and musical talents. This year's 'Pied Piper of Hamelin' embraces a range of other skills, including ICT and English.
4. The curriculum for music is regularly enhanced through learning a variety of musical styles from other cultures. Pupils regularly go to the Albert Hall and the Festival Hall for the Schools Prom and Carol concerts. The physical education curriculum is enriched through participation in local leagues for sports, including cricket and tag rugby. Several parents give considerably of their time to coach pupils for these sports and attend local and national events. They are often rewarded with some excellent performances.
5. Whilst the provision for ICT was a strength of the school at the last inspection, various building priorities have disrupted this vital area of the curriculum. None the less some exciting opportunities are provided for pupils to extend and develop their skills. Pupils in Year 2, for example, use message boards to communicate with each other. Older pupils have a good range of exciting and challenging opportunities to use ICT. For example, Year 6 pupils have prepared a database to generate comparisons of wages before and after the war and researched fruit consumption in depth as part of their healthy-eating project. They demonstrate that they are creative in ICT, setting up multi-media presentations and even preparing their own CDs to accompany homework projects. Particularly good use is made of word processing to draft and redraft work and spreadsheets; for instance to predict the profit made from local property developers.
6. The vision of the school to provide a broad curriculum for children is very well met in practice. There is a determined focus for children to achieve their best in English and mathematics, and the provision of a rich curriculum, particularly in the arts, dance, drama and music but also through valuable experiences in history and geography. The high standards are effectively combined with other aspects of personal development. The pupils show respect and tolerance for themselves and for others in an impressively mature way. They are well on the way to becoming the

responsible adults the school, their parents and the church community want them to be.

**Results in national test for 11 year olds are very good; pupils attain above average standards in much of their work.**

7. Many children enter school at above expected levels and in 2002 the results in national tests for 11 year olds were well above average. In English tests the pupils' performance is in the top five percent of all schools nationally and they compare very highly with that of pupils in similar schools. Last year's performance was not exceptional and, despite the impact of pupils moving in and out of the school, it has resolutely determined to ensure that higher attaining pupils achieve their very best. Lower attaining pupils do well. All reach at least average standards.
8. The picture in mathematics is not much different. Nearly half the pupils reach the higher levels, but a small number do not reach average standards. The mathematics manager has wisely focused on improving problem solving skills and developing pupils' facility for mental calculation. These are paying off. The challenging targets for this year's test were met and those for Level 5 attainment exceeded.
9. Science test results in 2002 indicate a more average picture of performance and pupils' results are below average when compared with those in similar schools. Given their very good scientific knowledge and understanding, their good skills in handling and manipulating numbers and reasoning skills, not enough is expected of pupils of all ages in investigation skills.
10. The inspection found that progress is satisfactory in the reception and infant classes. The teachers have taken effective action to improve reading and writing. More and better reading materials have been purchased and teaching assistants and parent helpers are well deployed to support individuals with their reading. The focus on improving comprehension skills is beginning to have an impact on standards of reading. There is a clearer purpose in the range of writing tasks demanded of pupils and more guidance is given to pupils on how to improve their writing.
11. Pupils achieve well through the juniors. English and mathematical skills are well used in other subjects and contribute to good standards evident in much of the pupils' history and geography work. The quality of marking is variable and pupils are not always given enough guidance on what they need to do to improve their work. Some teachers are good at explaining succinctly what is needed to make the work better and giving pupils time to go back through their work. However, some marking is merely a succession of ticks or occasional comment that is not followed up by pupils or teachers. The introduction of targets for individual pupils is helping to improve this, with marking being related to their progress against targets.
12. The school is very effective in supporting those who need extra help. The teachers set clear targets for the adults working with them, and teaching assistants have a good understanding of what at they should be expecting of pupils. Whilst the school has no formal process for identifying gifted and talented pupils the teachers in the juniors are sensitive to different learning styles used by pupils and adjust their teaching accordingly.
13. At the heart of raising standards in the juniors is the effective use of assessment to track pupils' progress. Teacher expertise in evaluating writing and mathematics has been strengthened through training and by evaluating pupils' work regularly. The school makes good use of national examples to help with this process. The

expectations of pupils are set as targets which are shared with the teachers. This process is well established in the juniors and a particularly strong feature of sustaining and raising standards is that the pupils understand how they can move on in their work. In the reception and infant class the use of assessment information is inconsistent and the work set does not always challenge the pupils.

### **Literacy and numeracy are taught well.**

14. Good teaching is a key ingredient in the school's success. Through the school teachers develop and sustain very productive relationships with pupils, they encourage them, praise them and give them confidence in their own abilities. Teaching assistants make a big contribution to lessons, work closely with individuals and groups of pupils and have a sharp grasp of what they need to learn. Teachers are skilful at making learning interesting and enjoyable whilst at the same time purposeful and rigorous.
15. Teachers' high expectations are a feature of the many good lessons in the juniors. Good planning ensures that lessons move along at a good pace; teachers have a clear idea of what they want to cover and have the expectation that that pupils will work hard and complete what is planned. Teachers in these lessons have a high degree of awareness of the needs of individual pupils. The work is carefully matched to what they need to learn. Some pupils are given extra support if they need it and the work is adapted so that they can better understand what they are doing. In a Year 6 numeracy lesson this was clearly demonstrated. The start to the lesson was brisk. 'Can you halve it? Triple it? What is the nearest square number? What is the nearest prime number? Why is it a prime number?' Then the teacher invited pupils to explain how they might calculate value-added tax using their knowledge of percentages. The demonstrations moved along at a good pace with the teacher asking questions that helped pupils explain logically the process and with a constant emphasis on accuracy. Lower attaining pupils received very good help from the teaching assistant, who questioned and checked that the strategies were being followed. The taught part of the lesson was followed by carefully matched work. The problem, to spend a fixed amount on resources from catalogues, was challenging and higher attainers were given work that stretched them and ensured that they reached high standards.
16. Teachers are as keen to challenge themselves as they are the pupils. For example, in a Year 5 lesson pupils were studying groups of numbers to establish what generalisations they could come up with. The teacher accurately judged pupils' uncertainty when explaining the patterns they had noticed and moved the lesson on to introduce the concept of 'n' to help explain the results. The combination of the accurate use of equations and clear methodical questions ensured that most pupils finished the lesson excited about what they had discovered and eager to apply this in the next lesson.
17. Overall, the implementation of the two national strategies for teaching literacy and numeracy has been successful. Teachers make sensible adaptations to ensure that lessons more precisely match needs.

**There is very good provision for pupils' personal development and they behave well and are eager to learn.**

18. In classrooms, around the school and in the playground, the behaviour of the pupils is very good. There are no problems of bullying mentioned by parents and only some minor incidents referred to by pupils. Nonetheless a simple but effective initiative has been introduced to help pupils take a greater responsibility for their behaviour; this is the Year 6 Charter. It serves to provide the oldest pupils with important skills in citizenship, helping the younger pupils to feel secure, to understand school rules and to be happy in school. It has the added benefit of introducing them to important skills of decision making and gives them a stake in school developments. These pupils play an important part in leading the 'family' groups to present assemblies.
19. Part of the school vision is to produce happy children who demonstrate responsibility and maturity and who are growing in confidence and independence. This is well met in practice. All adults who work in school and those who come in to help on a voluntary basis provide very good role models for pupils. They listen carefully to what pupils say, are interested in them and any problems they may have and demonstrate courtesy to them that they expect them to show to others.
20. All pupils have the opportunity to participate in annual school productions, which boosts their confidence and self-esteem. There are residential visits for younger and older pupils that give them an important taste of independence. Pupils are encouraged to consider how other people live and to empathise with their needs. Through, for example, raising money for a village in Uganda, pupils have come to appreciate that they can have an impact on other people's lives.
21. Pupils' responses in lessons indicates the impact of the very good provision. Throughout the school pupils listen attentively, are keen to contribute to discussion and get down to work quickly and sensibly. The children in the reception class are attentive and responsive; they work with good concentration when they are drawing and writing, and put away equipment with the minimum amount of direction. Older pupils work very well as pairs and small groups, often collaborating effectively. In a Year 6 science lesson groups of pupils shared their results of how substances reacted to litmus paper sensibly ensuring that each of them had chance to question or challenge the findings. The pupils volunteered to re-check findings and offered each other valuable assistance checking the charts before recording the information. This very good teamwork ensured the task was completed accurately in good time and learning was highly effective. All lessons are characterised by a strong emphasis on praise for effort and achievement.

**There is good provision for pupils with special educational needs.**

22. Staff have a good level of awareness of those pupils' on the register of special educational needs. All have training in specific areas such as Aspergers Syndrome and speech and language difficulties. Advice is sought from a range external agencies such as the educational psychologist and the learning and behaviour support service. Good liaison helps to ensure that pupils' specific difficulties are quickly assessed and the school has expert advice to guide planning and provision.
23. Class teachers in conjunction with the special-needs co-ordinator formulate individual education plans (IEPs). Support staff are involved in planning to support pupils' individual needs. Targets in the IEPs are generally very precise, identifying, for example, the specific vocabulary to be learnt to improve literacy skills and the main steps to effective learning in numeracy. These help teachers and teaching assistants measure pupils' progress. However, the policy for gifted and talented is out of date

and there are no detailed programmes that indicate the provision that is being made for these pupils that reflects their particular needs as they move through the school.

24. Special resources are adequate. There are a range of strategies and published materials to support literacy and numeracy development and the provision of 'booster' groups for those on the register for special needs in their last year at school. These have proved highly successful in raising these pupils' attainment. The use of ICT is limited; and there are few specific programmes to support the pupils' learning. The manager is aware of this weakness and the development plan for next year identifies this as an area for improvement.
25. Pupils' progress is regularly reviewed. Parents attend reviews so that they are fully aware of and involved in further planning to meet their children's needs. Parents are generally very positive about the impact of the school's provision on their children's attitude and progress.

**Leadership is good and governors and staff are clear about how to improve the school further.**

26. The headteacher, together with governors and the staff, provide good leadership that ensures that the school is continually improving. Systems have been put in place to monitor pupils' progress and to identify priorities for further development. As a result there has, for example, been a strong focus on improving standards in writing and reading comprehension. Staff have been involved in in-service training, targets have been set for individual pupils and groups within classes, and pupils' work and results from standardised test have been analysed. The outcomes are evident in the improvements in written work throughout the school and the proportions reaching higher levels in national test in English.
27. The governing body is well organised and governors are well informed. Committees have clear terms of reference, minutes are circulated, issues from the school's development and improvement plan are raised and the full governing body takes key decisions. Governors have a clear structure for setting and monitoring the budget and a very good level of involvement in major decision-making. The budget is linked to the school development and improvement plan so that priorities for development can be supported. A particularly strong feature is the strategy committee, which draws its membership from the chairs of the committees along with the head teacher and evaluates progress towards the school's main priorities. This is an extremely useful committee for helping the governors arrive at a view about value for money, in the education it is providing.
28. The effective management of the school is clearly demonstrated by the recent investment in improving resources. Office accommodation has been significantly improved, enabling efficient administration of the school. The new school hall has increased opportunities for a full physical-education programme, dance and drama. The improvements in teaching numeracy have been well disseminated to all staff. A recent review of ICT provision has been used effectively by the subject manager to raise the importance of using ICT skills across all subjects. This is evident in discussion with pupils, who have experienced a good range of experiences. The development plan clearly sets out how the school is planning to address the shortage of computers.

29. The school development plan is a valuable tool for clarifying the priorities of the school. These goals are clear to subject managers and they understand what they should be doing to support school development. The emphasis has been on raising expectations of pupils. This is effectively translated through team meetings and the reorganisation and involvement of the governing body. Good arrangements are now in place to monitor and track these through evaluation and analysis of pupil performance data. Action has also been taken to strengthen schemes of work throughout the school. The monitoring of teaching is satisfactory. It has resulted in improvements in teaching literacy and numeracy through the school but is less effective in bringing about refinements in individual teacher's practice.

## **WHAT COULD BE IMPROVED**

### **Pupils' achievements in science.**

30. Pupils have a very good general knowledge which they use well. This builds quickly because of good cross-curricular opportunities and teachers' attention to explain the impact of science in the real world. In the main, pupils explain their understanding well and apply the facts quickly and competently. Test results for eleven-year-olds have improved this year with all pupils attaining at least average and half reaching the higher level. This has been achieved through some good teaching of scientific vocabulary and practical work to help explain scientific principles.
31. Lessons start with a session that encourages pupils to share what they already know, and they are eager to contribute. However, teachers miss opportunities to explore these ideas through setting up hypotheses that could also be tested. The teachers are well prepared to carry out investigations, but these sessions are too directed and many of the problems that pupils may encounter have been avoided. Solving problems associated with carrying out investigations are important elements of investigative science and help pupils acquire a secure understanding of variables and why they have to be rigorous in their recording and measurement. Many of the experiments which pupils record in their books are relatively unchallenging. Measuring skills are untaxed and pupils rarely communicate their results with sufficient interpretation to indicate they have understood as much as they might had they been clear about what they were seeking to test out or prove.
32. The school has adequate resources for science teaching and has recently invested in data logging equipment that will help generate some demanding statistical information. However, planning does not identify how ICT skills are to be used in this area of the curriculum. Teachers lack the confidence to help pupils set up their own investigations or guide pupils through questions to a deeper understanding of why it is a fair test or what further investigation should now be possible. Assessments are haphazard, teachers do not have a clear idea of what children have attained by seven and therefore accurate monitoring and tracking progress is not possible.

### **Matching work more closely to pupils' needs in reception, Year 1 and Year 2 classes.**

33. Whilst the teaching is satisfactory in the two youngest classes its impact on learning is variable. This is a consequence of insufficient tailoring of work to meet different needs. For example, in the mixed reception and Year 1 class the teacher had successfully encouraged more than half of the reception children to count forward and backwards beyond ten and had even encouraged some to join in counting in

twos. The main teaching activity was well matched to some of the Year 1 pupils, but was too difficult for many of the youngest children, who consequently gained very little from the time spent. The follow up activities were given to all reception children no matter what their attainment and consequently some found it too easy. In a literacy lesson the choice of 'blends' for pupils to use when building new words was demanding and whilst most Year 1 pupils managed to complete the task younger children found the work too hard and did not improve their skills. The use of accommodation in the mixed-age class is not put to best use. The small room often used by the reception children is cluttered and gives little opportunity during the day for them to choose their own activities. Often the main teaching activity goes on too long and not enough flexibility is shown in organising the teaching time to provide a balance of activities from each area of learning for the reception children.

34. The lesson planning for literacy and numeracy in Years 1 and 2 follow closely the agreed format and provides well for the range of abilities in the classes. The planning for much of the other work is not sufficiently matched for pupils with different needs and this is leading to variable progress. The teachers assess the abilities of the pupils accurately but do not pay sufficient attention to this when planning other lessons. Too often all children complete the same tasks, which are too difficult for some and easy for others. An analysis of teachers planning and pupils' work indicates that teachers are not identifying clearly what skills they intend pupils to learn. In stead there is an over-emphasis on activities. This leads in turn to teachers losing sight of what it is that will move learning on. For example in a practical science lesson in Year 2 the teacher had been careful to provide a trail of interesting materials that pupils collected for a test on decay. The pupils enjoyed finding these around the school grounds and were confident in predicting what might happen to them if they were left buried in soil. However the opportunity to challenge and extend pupils skills in characterising materials or how they could make the test fair through focused discussion or explanation were missed; largely because this had not been planned. The planning for the different areas of learning for reception children does not identify the small steps to be learnt. This is not helpful in keeping track of the younger children's progress and leads to variable achievements.

### **Strategies for checking teaching quality to make it even better.**

35. The headteacher visits classes each term to check on how well pupils are learning and to monitor the progress of school development. This is largely informal and provides him with a basis for sharing best practice with all the staff. Such monitoring also provides the basis for professional discussion with individual teachers and the setting of formal developmental targets within the appraisal progress. However, these visits do not focus sharply enough on the qualities of teaching that make learning even better in lessons, nor do they ensure that best practice is evaluated. There is only occasional monitoring of lessons by subject managers and whilst they have a reasonable understanding of the standards the pupils achieve in their subjects, they are less clear about the strengths and weaknesses in the teaching across the school.
36. The monitoring of teachers lesson planning is too general to reveal the degree of challenge in the work provided and does not examine how effectively skills are being taught in mixed-age classes. All members of the governing body have a view about teaching quality through their discussions with subject managers, but this is not yet based on secure evidence. The school has recognised this as an area for development within the improvement plan over the next three years.





## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. In order to continue to improve the quality of education provided, the headteacher and governing body should:-
- (1) Raise pupils' achievements in science by:
    - providing more opportunity for them to plan and carry out their own scientific investigations;
    - providing teachers with guidelines to support their lessons;
    - introducing systems for tracking pupils' progress. (paragraphs 31-32)
  - (2) Match work more closely to pupils' needs in reception, Year 1 and Year 2, by:
    - ensuring assessment information is used when matching work to pupils;
    - identifying skills to be taught through planned activities;
    - making more efficient use of available space. (paragraphs 13, 33-34)
  - (3) Implement classroom observations and strategies for checking teaching quality to make it even better and sharpen the focus for evaluating lessons and teachers planning to ensure that strengths and weaknesses in learning are clearly identified. (paragraphs 29, 35-36)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	5	10	0	0	0
Percentage	0	17	28	56	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 five percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	114
Number of full-time pupils known to be eligible for free school meals	2
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	10
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.9
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	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100(95)	100(90)	100(95)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100(95)	100(100)	100(100)
	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	5	14	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	19	17	17
Percentage of pupils at NC level 4 or above	School	100(100)	89(81)	89(100)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[ ]	[ ]	[ ]
	Girls	[ ]	[ ]	[ ]
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	79(81)	79(81)	84(100)
	National	73(72)	74(74)	82(82)

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

Separate figures for boys and girls are omitted where there are fewer than ten pupils in either or both categories.

**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	104	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	5	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	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	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	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)	6.2
Number of pupils per qualified teacher	18
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	93

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002-3
	£
Total income	319,682
Total expenditure	330,694
Expenditure per pupil	2,900
Balance brought forward from previous year	20,029
Balance carried forward to next year	22,074

### **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)	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	114
Number of questionnaires returned	47

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	34	62	4	0	0
Behaviour in the school is good.	26	60	15	0	0
My child gets the right amount of work to do at home.	19	62	13	0	6
The teaching is good.	34	64	0	0	2
I am kept well informed about how my child is getting on.	11	57	30	0	2
I would feel comfortable about approaching the school with questions or a problem.	62	34	4	0	0
The school expects my child to work hard and achieve his or her best.	38	60	2	0	0
The school works closely with parents.	21	60	17	0	2
The school is well led and managed.	15	53	21	6	4
The school is helping my child become mature and responsible.	34	64	2	0	0
The school provides an interesting range of activities outside lessons.	21	34	30	11	4