

INSPECTION REPORT

Kingsley St. John's C of E (Aided)

Primary School

Kingsley

LEA area: Cheshire

Unique reference number: 111317

Headteacher: Mrs S Bristow

Reporting inspector: Mrs J E Platt
11565

Dates of inspection: 16th to 18th September 2002

Inspection number: 247106

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hollow Lane
Kingsley
Frodsham
Cheshire

Postcode: WA6 8EF

Telephone number: 01928 788536

Fax number: n/a

Appropriate authority: The governing body

Name of chair of governors: Mrs J Cuthbert

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Primary School is a Church of England aided school in the village of Kingsley. The school has 75 children aged between 4 and 11 and is much smaller than the average primary school. Three per cent of pupils have a free school meal which is well below the national average. Almost eight per cent of the pupils are currently on the register of special educational needs. All are assessed as having a specific learning difficulty. No pupils have a formal statement of need. All pupils are from white ethnic groups. The area served by the school is socially and economically more advantaged than the national picture. On entry to the school children's attainment is generally above expectations but, with small numbers, this varies very much from year to year.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. The children are happy at school and have very good relationships with adults and each other. Children get off to a good start and make good progress in the Reception class. Achievement is satisfactory in Years 1 and 2 and most pupils reach the level expected for their age. Pupils make faster progress in Years 3 to 6 and reach very high standards in English, mathematics and science. Teaching and learning are good. Leadership is strong and has a clear direction for the future development of the school. Value for money is good.

What the school does well

- Pupils make good progress and leave school with very high standards in English, mathematics and science.
- The overall quality of teaching is good and has a significant effect on pupils' very positive attitudes to learning.
- The headteacher is an effective leader. With the support of the governors and all staff she manages the school well.
- The curriculum provides a stimulating and relevant range of experiences and is enhanced through an exciting range of visits.
- A Christian ethos is reflected in all aspects of school life. The provision for pupil's spiritual, moral, social and cultural development is very good.

What could be improved

- The organisation and management of the support for pupils with special educational needs so that they can make better progress.
- The use of the information gained from assessing standards to set pupils' individual targets so that they know how to improve their work. The tracking of pupils' progress so that tasks in lessons are always sufficiently challenging.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvement has taken place since the previous inspection in March 1998. Results of statutory tests for pupils in Year 6 have risen considerably in English, mathematics and science. Most of the concerns raised in the previous inspection have been resolved. The appointment of a classroom assistant has enabled the school to extend the range of experiences for the children in the Reception class. The school now complies with statutory requirements for pupils' health and safety. A new behaviour policy, supported by staff training, has resolved the concerns about pupils' behaviour. Teachers now teach joined handwriting earlier in school but this aspect still remains a concern and is a priority in the school's development plan. The school has introduced a homework policy and there are examples of good practice but there remains an inconsistency between classes in the amount of work set to do at home.

STANDARDS

In accordance with reporting guidelines, the detailed results of statutory tests are not published because the number in the year group is small.

With very small numbers in each year group, it is unreliable to make statistical comparisons with those achieved nationally or in similar schools. Wide variations can occur from year to year. However, between 1999 and 2001 the school has sustained high results in Year 6 national tests in English, mathematics and science, especially with the number of pupils reaching levels above those expected for their age. Test results in 2002 show that these high standards have been sustained. A very high proportion of pupils achieved results that were above average. Current standards of work in Year 6 are well above those expected for this age in English, mathematics and science and are in line with previous test results. Taking account of the pupils' attainment as they start school their overall progress is good. The school has set challenging targets for the pupils currently in Year 6 and is on line to achieve them. Targets in 2002 were exceeded.

Results of national tests in Year 2 are more variable. Over the last four years, results have fluctuated considerably because of the small size of groups involved. The variations are linked to the differing abilities of the pupils. In 2002 the results of national tests were very high in reading, writing and mathematics. Current pupils in Year 2 achieve average levels in their literacy, numeracy and science. Considering many of these pupils started school with attainment which was generally average, their standards reflect satisfactory achievement. However, in lessons seen the higher attaining pupils were not being challenged sufficiently and were not achieving as well as could be expected because the teacher does not use assessment sufficiently well to match tasks to these pupils' needs.

Children in the Reception class make good progress and thrive on the varied activities which are carefully planned to meet their age and ability. By the time they move into Year 1 many have exceeded the learning goals expected for their age.

Pupils with special educational needs make satisfactory progress although they could do better. The individual educational plans for these pupils do not always include all of their needs and targets are not adjusted when necessary. This restricts the progress these pupils make.

The school has been awarded a nationally recommended Artsmark and the many attractive displays of pupils' work show high standards in art.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn. Older pupils enjoy a challenge and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Good. Pupils are courteous to each other and to adults and previous problems have been tackled effectively.
Personal development and relationships	Good. Pupils enjoy working together in small groups. They respect the ideas and opinions of other pupils. Relationships are very positive and older pupils are caring of younger ones.
Attendance	Very good. Well above average. Punctuality is also very good.

TEACHING AND LEARNING

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

Overall, the quality of teaching and learning is good. In the great majority of lessons seen the teaching was good and better. The higher quality teaching was seen in the mixed Reception and Year 1 class and in Years 3 to 6. In these classes, tasks challenge pupils and this is boosting the children's achievement.

The teaching of English and mathematics is good in the Reception class and Years 3 to 6. The youngest children are quickly taught their letters and sounds and get off to a flying start with early reading and writing skills. Numeracy skills are also taught well and teachers are good at drawing out from pupils different ways they can use to solve problems. Careful planning of a variety of practical activities makes learning exciting. Older pupils are encouraged to be independent learners. Teachers' questioning skills are good; they systematically target pupils of different age and ability, which maintains pupils' concentration. Every opportunity is taken to extend literacy and numeracy skills across the curriculum.

Teaching of English and mathematics is satisfactory in lessons when the older pupils in the infants are taught as a group. A common weakness in the teaching, which makes learning not as effective as in other years, is a lack of reference to pupils' progress and prior attainment. As a result, in the lessons seen tasks were not matched to pupils' ability and this hampered the learning of both higher and lower attaining pupils. In these lessons, tasks failed to capture pupils' enthusiasm and their interest waned.

The school generally meets the needs of all pupils well. However, the teaching of pupils with special educational need is satisfactory rather than good. All staff offer encouragement to these pupils and check that they play a full part in all activities. In lessons, teachers do not always refer to pupils' individual educational plans and so tasks are set that do not focus on the pupils' identified targets and this restricts their progress.

Throughout the school relationships in lessons are positive and staff show concern for pupils. As a result, pupils are confident and work hard because they know teachers appreciate their efforts. Marking of pupils' work is positive and encouraging. Teachers are not always making best use of assessment information and the lack of individual attainment targets means pupils are unclear about how to make their work better.

Parents expressed a concern about homework. Inspection evidence finds this is not consistent throughout the school and some older pupils do not have enough work set to prepare them for the next phase in their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well balanced and includes a focus on art and practical experiences as well as an emphasis on numeracy and literacy. The school plans carefully and ensures pupils do not cover the same content more than once. Visits within the local community and further afield are used very effectively to stimulate pupils' interest and provide a real context for learning.
Provision for pupils with special educational needs	Satisfactory. Pupils successfully follow the same curriculum as others. Support does not focus sufficiently on all of the pupils' identified needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual development is promoted across the curriculum and pupils are encouraged to appreciate the world and to develop as individuals. The school effectively and consistently promotes pupils' social and moral development. This successfully involves pupils in the life of the school

	community. Pupils learn about their own culture through a focus on drama and the arts. The very close links with a school in Soweto teach pupils about other cultural values and experiences.
How well the school cares for its pupils	Satisfactory. Arrangements for child protection are in place. Assessment information is not being fully used to track pupils' progress and set individual targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership and plans diligently to make best use of resources available. Decisions are made collaboratively and this leads to a clear sense of direction for the school. However, the management and organisation of pupils with special educational needs could be better.
How well the governors fulfil their responsibilities	Good. Governors are very supportive of the school and check that all statutory duties are fulfilled. They have a clear understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Good. The school uses the benefits of informal communication in its small community to analyse its performance and to identify areas for improvement.
The strategic use of resources	Good. Much refurbishment has been carried out to maximise the use of all space available. The school uses the money it receives prudently and applies the principles of best value well in spending and other decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are happy and like school. • The teaching is good and enables children to make good progress. • The school expects children to work hard. • Behaviour is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • A more consistent approach to the setting of work to be completed at home. • A wider range of extra-curricular activities. • Better support for the pupils identified as having special educational needs.

This table takes account of the views of 15 parents attending a meeting held prior to the inspection and those expressed in 47 questionnaires and a small number of detailed letters. The inspection team agrees with the positive views of parents and also believes that parents have accurately identified the inconsistency in the allocation of homework as an area for improvement. The inspectors agree that the organisation of the support for pupils with special educational needs has scope for improvement. Considering the small number of teachers inspectors consider the number of extra-curricular activities is satisfactory. The school compensates for this with a very good range of visits and visitors. A few parents expressed concerns about health and safety and these have been discussed with the headteacher and governing body.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress and leave school with very high standards in English, mathematics and science

(Due to the inspection being conducted early in the school year inspectors reviewed examples of work from the previous year.)

Standards in the Foundation Stage¹

Children in the Foundation Stage get off to a good start and a review of previous work shows standards exceed the early learning goals² expected for this age range. Letters and their corresponding sounds are taught through practical activities that make learning enjoyable. By the time they have completed a year in the Reception class the children are well launched in reading. Parents play an active part in this by regularly hearing their children read at home. The lower attaining children make good progress and by the end of the Reception class are able to tackle simple texts. Good progress is made in writing and most children write unaided by the end of the year. Higher attaining children are developing an understanding of sentence structure and are starting to use punctuation correctly. Numeracy skills are good and children recognise numbers to 100 and are using their skills to solve problems using addition and subtraction. Children's books show a strong emphasis on practical investigation. For example, children have found out how to make a parachute that will help a teddy bear to fall more slowly. Teaching extends these skills by involving children in the design process and encouraging recording evaluation in their own words. For example, one child records his findings 'parachutes made from this fabric worked best.' The children currently in the Reception class have already settled happily into school. They are confidently joining in with discussions and are working at a higher level than expected for their age.

Standards in Year 2

As is usual with a small school the results of national tests vary from year to year. National test results in 2002 showed many pupils in Year 2 reached high standards in reading, writing and mathematics. A review of previous work reflects these standards especially in reading and mathematics. A wide range of writing, including poetry, instructions as well as short stories shows confidence in writing independently. Vocabulary is imaginative and the higher attaining pupil captures the interest of the reader by including description and referring to people's characters and emotions.

Standards in the current Year 2 are satisfactory. Many of these children started school with average levels of attainment and the achievement of the majority is satisfactory. In the work observed a few higher attaining pupils were not achieving as well as they could because tasks failed to extend pupils' learning. The pupils who read to the inspectors showed an interest in their books and enjoyed tackling new words with their secure knowledge of letters and sounds. One pupil paused over a word and then with great delight said, 'I've got it—it made him laugh'. Most pupils have a legible print although a few

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the Reception year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These refer to communication, language and literacy; mathematical development, personal; and social development; knowledge and understanding of the world and physical and creative development.

² Early learning goals are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the six areas of learning recommended for this age range.

pupils are mixing upper and lower case letters. Pupils make good use of their knowledge of sounds when spelling new words. One higher attaining pupil was eager to write unaided and eventually managed to put down her own imaginative ideas which included, 'she laft and laft and went quack, giggle quack'.

Standards in mathematics were high in the most recent national tests and a review of pupils' books reflects these standards. Mathematical skills were developed well and show accuracy in addition and subtraction, understanding place values in numbers approaching 1000. Lower attaining pupils' work shows similar skills although there is more reliance on practical apparatus in their calculations. Current standards are satisfactory and pupils are making satisfactory progress. In the lesson seen pupils showed an understanding of mathematical terms relevant for their age. However, many pupils showed a lack of confidence in their calculations and still relied heavily on checking by 'counting on using their fingers.' There is limited evidence of pupils reaching levels above those expected for their age.

During the inspection no science was seen being taught to pupils in Year 2. Previous work shows high standards with a good mix of investigations, writing and independent work. In the afternoon, pupils in Year 2 are grouped with Reception and Year 1 and literacy and numeracy skills are effectively promoted. Examples of their topic work show a variety of interesting activities including stories and reports about their visit to Rhuddlan Castle.

Standards in Year 6

Results of national tests at the end of Year 6 have been consistently high over the last four years and a review of pupils' work reflects these high standards. Teaching encourages pupils to become mature and consider carefully their responses. Consequently, speaking and listening skills are high and pupils are articulate and use well-expressed lively English in their discussions. Pupils are discerning readers and have informed opinions about their likes and dislikes. Since the last inspection the school has improved the range of books for older pupils and they were very happy with the choice now available. A review of pupils' work shows very high standards in writing. Pupils write well for a wide range of purposes and audiences and show accuracy in their spelling and punctuation. A lengthy topic on environmental issues includes grids, graphs and labelled diagrams. Pupils are not always joining-up their handwriting and some work could be neater. Pupils currently in Year 6 reflect these very high standards in all aspects of English.

Standards in mathematics in Year 6 are also high. A review of work provides clear evidence that pupils of all abilities are sufficiently challenged. Tasks move pupils quickly on to the next stage of learning. Pupils are well skilled in their ability to use numbers and enjoy working with simple formulae and appreciate the different ways of recording their calculations. The current Year 6 pupils are working at levels that are higher than normally seen for this age. They are confident and competent handling number and they perform accurately and quickly in the opening sessions in lessons. Pupils explain their problem solving methods and also check their answers. Data analysis skills are developing well and pupils apply their skills to extract information and then use the data for further calculations. For example, pupils work out the cost of one ticket to a certain show and then use this information to answer other related questions.

In science, the focus is on developing a high level of skill in investigating and independent working. In the lesson seen standards were very good. Pupils have learnt the difference between soluble and insoluble materials and know how to apply this information to separate mixtures. They use scientific terms accurately in oral and written work. Higher attaining pupils are adding their own ideas to their investigations and record how they can improve their work.

Standards seen in information and communication technology are satisfactory. Teachers are starting to use information and communication technology to support learning in other subjects. For example, in a history lesson in the mixed Year 3 and 4 class pupils researched their topic on Ancient Egypt. The school has improved equipment and is currently awaiting resources so that the aspects of modelling and control can receive more attention.

The overall quality of teaching is good and has a significant effect on pupils' positive attitude to learning

The overall quality of teaching and learning is good. The great majority of teaching seen was at least good. Only in one lesson was teaching less than satisfactory. The best teaching is in Years 3 to 6 when in a half of the lessons seen the teaching was very good.

Teachers manage pupils well. The very good relationships which permeate the school ensures that learning takes place in an orderly atmosphere and pupils are eager to learn.

Teachers plan carefully to ensure that each year group has tasks that match their age. This is especially effective for children in the Reception class. The teacher makes very good use of the classroom support assistant to work with small groups. As a result, the youngest children have lots of practical experiences relevant to their stage of learning. In the best lessons, teachers have clear learning outcomes and share these with the pupils so they understand the purpose of their tasks. This was very effective in a Year 5 and 6 literacy lesson when the teacher revisited the good features of writing reports and the pupils showed detailed understanding of this type of writing.

The best lessons proceed at a brisk pace. Teachers set time constraints and this is very effective in making pupils work hard. Resources are used well. In a science lesson with Years 5 and 6, the organisation was very effective with a focus on learning through practical investigation. The pupils rose to this challenge and much new learning took place. Teachers are making effective use of information and communication technology to support learning. In history, pupils extract information from the Internet and older pupils were confident editing their report writing.

Where teaching is very good, there are high expectations of each pupil. In literacy in Years 5 and 6 the teacher expects pupils to use correct terminology in their discussions and pupils were confident discussing the 'narrative perspective' of the topic. The youngest children in Reception benefit from being with Year 1 for numeracy lessons because the teacher pushes them on, for example, to count backwards following the lead of the older pupils.

Teachers mark pupils' work regularly and often include positive comments. In the best examples, teachers identify clearly how pupils can improve their work.

The headteacher is an effective leader. With the support of the governors and all staff she manages the school well

The headteacher provides purposeful leadership. She works very hard both as a class teacher and in managing the school. Her management style is based on collaboration and this leads to all having a role to play in leading the school forward.

All staff have management roles and these are carried out informally with staff meeting together to share their ideas. Standards of work are monitored effectively through staff reviewing examples of work. This leads to staff recognising areas for improvement and these become priorities in the school's

development plan. However, staff do not always take on board these priorities in their daily teaching. For example, handwriting has been an identified concern for the school since the last inspection and remains a priority in the current development plan.

Teaching is monitored informally by the headteacher. This is effective and the headteacher has an informed view of teachers' strengths. It is less effective in tackling weaknesses. Currently, the headteacher has an increased amount of non-teaching time and has allocated this to more rigorous evaluation of teaching so that the very good practice in the school can be shared.

The school's development plan is a well set out document, easy to follow and includes evaluation of previous priorities. Every January staff and governors meet to decide on priorities for the school. This meeting includes a tour of the school to identify areas needing attention. While this is good practice in building up relationships between staff and governors it leads to a plan that has a lengthy list of minor priorities and is not fully focused on raising standards. The timing of this meeting means the evaluation of performance in national test results and response to this is not a key part of the school's development plan. In practice, the school does adjust practice following an analysis of test results. This was effective last year when re-organisation of literacy and numeracy lessons for Year 2 were a contributory factor to improved test results.

Governors are very supportive of the school. They have a high level of commitment to the school and are willing to spend their time in carrying out their official duties as well as supporting a wide range of activities. Governors have a good understanding of the school's strengths and weaknesses because the headteacher keeps them well informed. They are committed to providing the best for the pupils and their main priority is to maintain the current staffing situation. This has led to an underspend in the school's budget which is earmarked as a contingency for staffing as well as to continue with the programme of refurbishment. Governors are determined to provide the much needed office for the headteacher as soon as possible.

Governors consider their financial circumstances carefully and apply the principles of best value in their spending decisions. This includes consulting with parents about any major decisions. For example, parents were fully involved in the successful organisation of the after school club for pupils. The constant changes in class sizes mean the governors and headteacher are consistently questioning to see if the organisation of the classes is the best for the pupils. The school challenges itself to improve and the increase in pupil numbers is evidence of the school's success. Monitoring of spending is done diligently with the effective support of the school's administrative support staff and the local education authority.

The many strengths in the management of the school lead to a happy and orderly community. The school's guiding principles of providing high standards of education, based on strong links with the church are reflected in the daily life of the school.

The curriculum provides a stimulating and relevant range of experiences and is enhanced through an exciting range of visits

The school has been determined to maintain an interesting curriculum which includes all of the required subjects. This has led to a rich curriculum with many opportunities for learning through practical activities.

The previous weakness in the curriculum in the Foundation Stage has been resolved. The appointment of a classroom support assistant has been effective in providing more opportunities for practical learning and role play activities. This was evident during the inspection when the youngest children

went on to the playground to enjoy playing with hoops and hop-scotch as part of a history lesson on old and new toys.

The school considers very carefully the implications of having mixed-age classes. Planning ensures that the requirements of the National Curriculum are met without pupils repeating or missing any important elements. The organisation in which higher attaining pupils work with older pupils, and pupils who need additional support work with younger pupils, is generally effective. Additional ‘booster’ literacy and numeracy classes are also planned to give that extra support when needed. These activities ensure that pupils have equal access to the curriculum. Planning effectively links topics so that learning is relevant for pupils. Teachers base much of their work around visits out of school. For example, in Years 5 and 6 the pupils were using their recent visit to Tatton Hall to practise writing a report.

The school has recently been awarded a nationally recognised ‘Artsmark’ celebrating its attainment in the visual and performing arts. The emphasis on art and design is clear for all to see in the many attractive examples of pupils’ work. Again visits are used to enhance pupils’ skills. The pictures and textile work following a visit to Delamere Forest are very impressive. In art lessons, teachers grasp every opportunity to extend pupils’ skills of critical analysis as well as improve their artistic skills.

Older pupils benefit from an opportunity to learn French and so follow a more varied curriculum.

Personal and social development receive due attention. Provision includes a visit from the local authority’s life education caravan that extends pupils’ understanding of the importance of healthy life styles.

Parents expressed a concern about the limited range of extra-curricular activities. For a small school the provision is satisfactory and includes opportunities for extending information and communication skills, playing the recorder and competitive sport. A very good range of visits, including residential visits, extends these activities. These are greatly appreciated by parents and pupils.

A Christian ethos is reflected in all aspects of school life. The provision for pupils’ spiritual, moral, social and cultural development is very good

The overall provision for pupils’ spiritual, moral, social and cultural development is very good and has improved since the last inspection. It reflects the school’s Christian nature and makes a positive contribution to the ethos of the school.

Provision for the spiritual development of the pupils is very good. It is clearly reflected in many aspects of daily life as pupils are encouraged to grow in maturity and accept responsibility for their own learning. In Years 5 and 6, pupils are constantly reminded to think for themselves and as a result pupils gain confidence in expressing their own opinions. Teachers show respect for their pupils and value their ideas. Through a range of stimulating activities, teachers encourage curiosity and an appreciation of the world. For example, in science, pupils visit Jodrell Bank to extend their knowledge of the earth and beyond and this develops a sense of amazement at the vastness of the universe. In the Reception class, children were observed acting out a baptism ceremony and learning about the importance of belonging to a family. Pupils have many opportunities to express themselves through art and examples of work reveal an appreciation of colour and pattern. In assemblies, flowers and a cross provide a focus for pupils. During the inspection, pupils responded sensitively to the opportunity to reflect and thank God for the arts and the school’s link with Africa.

The school's provision for moral development is good. Every class is involved in writing their class rules which encourage fairness and self-discipline. In the Reception class these include 'always do our best' and 'no teasing'. Teachers provide good role models in their interaction with each other so that the pupils learn the importance of helping each other. When a problem arises teachers take time to discuss this with the pupils concerned so that they learn how their behaviour affects other people.

There are many opportunities for pupils to extend their social development. Within school a co-operative spirit is promoted. Pupils work well together and work in art shows they have collaborated and shared their ideas. When working with a partner on the computer, the more experienced pupil offers friendly advice. Pupils also extend their social skills within the village community. They play an important role in the village carnival providing entertainment which includes Maypole dancing. The school's caring ethos provides pupils with a positive environment in which to develop responsibilities towards each other and those who are less fortunate. They raise funds for many charities including, Christian Aid, Cancer Care and also collect gifts for the Operation Christmas Child Shoebox appeal. These activities are effective in extending pupils' understanding of citizenship and the part they can play in helping others.

The school places a high value on pupils' cultural development. They are encouraged to appreciate their own culture in many aspects of the curriculum as well as the culture of their village. They value the school's history and the school has replaced the school bell into its tower and this is rung daily by pupils in Year 6. In English and art, pupils learn about their own cultural heritage. Older pupils appreciate classical authors as well as current writers of popular fiction. Throughout the school, pupils study famous artists and pupils in Years 5 and 6 were seen evaluating the work of Gustav Klimt. The school places great importance on multi-cultural development because the pupils have little first-hand knowledge of other cultures and faiths. This development is promoted through the curriculum but especially through the school's links with the Mveledzandivho School in Soweto. Pupils have communicated by letters and the headteachers have exchanged visits. Consequently, the pupils have a real and exciting association with another culture. This was very evident in the school's involvement with the production of Dumisani's Drum, an international production including performers from England and Soweto. Visits out of school extend pupils' cultural awareness, and they benefited from hearing a performance by 'Caliche' a South American music group.

WHAT COULD BE IMPROVED

The organisation and management of the support for pupils with special educational needs so that they can make better progress.

The management of special educational needs is not always as efficient as it could be because of the heavy load of responsibilities being carried by the current special educational needs co-ordinator. This has led to some aspects of the provision for special educational needs not receiving sufficient attention. For example, the school's policy for special educational needs, although reviewed recently, does not give due regard to the recommended changes in the most recent Code of Practice.³ As a result the school's register of pupils with special educational needs is not relating to the same levels of need as those now being used in most schools.

The school employs an additional teacher to provide individual help for pupils with special educational needs. Advice on assessment is also provided and this is very useful for the school in identifying the

³ Code of Practice—this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1933 Education Act.

needs of the pupils. This information is used to write individual education plans for the pupils. However, in practice these only focus on the pupils' literacy problems. Although numeracy and concentration difficulties had been identified these are not included in the individual educational plan. Teachers give support to these pupils but the tasks set cannot be traced back to the targets in their individual educational plans. Current targets in the plans are too general and do not provide sufficient detail to aid teachers in their planning for these pupils. These plans are reviewed annually by the support teacher but this is not enough to check targets are adjusted when they have been attained. This restricts pupils' progress and they could do better.

The use of information gained from assessing standards to set pupils individual targets so that they know how to improve their work. The tracking of pupils' progress so that tasks in lessons are always sufficiently challenging.

The school has satisfactory procedures in place to assess pupils' progress in English and mathematics as they move through the school. These include a variety of tests provided by the local authority and reading tests. Assessment linked to the National Curriculum is gleaned from the national tests at the end of Years 2 and 6 and teacher observations of progress in other years. The school uses this information to set school targets at the end of Year 6 and to make predictions for pupils at the end of Year 2. The school is in the early stages of monitoring pupils' progress against the expected National Curriculum level as they move from class to class. The use of this assessment information to plan lessons that cater accurately for the different abilities is inconsistent between classes. This is evident in Year 2 when the pupils who were assessed by the school as above average on entry are not currently working at a sufficiently high level and are not doing as well as could be expected. In the literacy and numeracy lessons seen in Year 2 teaching was not as effective as it could be because tasks were not matched to individual needs and this restricted the learning of both higher and lower attaining pupils. This weakness is linked to a lack of recording pupils' on-going progress and then making use of this information when planning lessons. For example, in a mathematics lesson seen the pupils were all set the same sums to solve using counting cubes although the higher attaining pupils could find the answers quickly without the cubes. In writing the higher attaining pupils spent time copying work rather than extending their independent writing.

On entry to the school an assessment is carried out and used to provide tasks matched to the children's needs. However, progress is not measured to the nationally recommended early learning goals⁴ so it is unclear how the school judges when children are ready to move on to the National Curriculum.

A strength within the assessment of pupils is the marking of their work which often tells pupils how they can improve their work. In the mixed Years 3 and 4 class pupils have been introduced to individual targets. By referring to them in lessons the pupils are becoming more aware of how they can make their work better. As yet, this good practice is not a regular feature in other classes and assessment information is not being fully utilised to set individual attainment targets for pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards the governing body, headteacher and staff should:

⁴ Early learning goals are the expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in connection with the following six areas of learning; communication, language and literacy; mathematical development; personal and social development; knowledge and understanding of the world and physical and creative development.

- (1) improve the organisation and management of the provision for pupils with special educational needs by:
- writing more detailed individual educational plans with more specific targets which match all of the pupils' identified needs
 - making sure that targets include small steps against which progress can be measured more accurately
 - involving all staff in this process so that the work set for these pupils links to their individual educational plans
 - ensuring effective management of the needs of these pupils including revisiting the school's policy for special educational needs so that it is in line with national recommendations.
- (2) use the assessment information now available to:
- track pupils' progress more closely so that tasks set are always sufficiently challenging and extend pupils' learning
 - set pupils' individual; targets so that they are clear about what they need to do to improve their work
 - in the Foundation Stage monitor children's progress to the nationally recognised early learning goals.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

13

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	7	1	1	0	0
Percentage	0	31	55	7	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)

75

Number of full-time pupils known to be eligible for free school meals

2

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

6

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

10

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

1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

The tables showing the test results for Years 2 and 6 have been omitted as there were 10 or fewer pupils in the year group, making it difficult to ensure the confidentiality of individual pupil's results.

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	0	0	0
White – Irish	0	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)	4.0
Number of pupils per qualified teacher	18.75
Average class size	18.8

Education support staff: YR – Y6

Total number of education support staff	1.0
Total aggregate hours worked per week	20

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.4

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

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	210044
Total expenditure	203000
Expenditure per pupil	2985
Balance brought forward from previous year	38898
Balance carried forward to next year	45942

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
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.	57	39	2	2	0
My child is making good progress in school.	55	34	9	2	0
Behaviour in the school is good.	46	52	2	0	0
My child gets the right amount of work to do at home.	31	40	19	10	0
The teaching is good.	51	47	0	2	0
I am kept well informed about how my child is getting on.	39	40	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	47	43	10	0	0
The school expects my child to work hard and achieve his or her best.	51	43	6	0	0
The school works closely with parents.	43	34	23	0	0
The school is well led and managed.	44	50	4	0	2
The school is helping my child become mature and responsible.	41	50	9	0	0
The school provides an interesting range of activities outside lessons.	39	40	19	0	2

Other issues raised by parents

A few parents raised some health and safety concerns which have been brought to the attention of the school.

