

# INSPECTION REPORT

## STANTON PRIMARY SCHOOL

Stanton, Staffs

LEA area: Derbyshire

Unique reference number: 112637

Headteacher: Mrs C Acock

Reporting inspector: Mr Sean O'Toole  
20891

Dates of inspection: 20<sup>th</sup> – 21<sup>st</sup> May 2003

Inspection number: 247250

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Woodland Road Stanton Nr Burton-on-Trent Staffs
Postcode:	DE15 9TJ
Telephone number:	01283 564102
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Docksey
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Stanton Primary is a much smaller than average sized school located close to Burton-on-Trent. The pupils come from the surrounding area which is below average socio-economically. A total of 86 pupils (37 boys and 49 girls) aged between four and eleven attend the school. Almost all of the pupils are of white British heritage and none has English as an additional language. One in nine pupils are eligible for free school meals which is about average. There are 12 pupils with special educational needs, none of whom has a statement of special educational need; both figures are below average. Attainment on admission is below average and most pupils have limited personal, social and emotional development and language skills when they start school. A large proportion of pupils, about a quarter, join or leave the school at times other than the usual points of admission. Since the previous inspection the school has achieved Investors in People status. The number on roll has increased steadily and this has created some pressures on the limited accommodation.

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

This is a good school with several very good features which provides well for its pupils in a positive atmosphere. The headteacher supplies determined leadership and manages the school well, ably supported by staff and governors. Teaching and learning are good and pupils are encouraged to do their best. By the end of Year 6 pupils attain well in national tests and throughout the school the pupils make good progress. The school provides good value for money.

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

- Pupils make good progress, learn effectively and achieve well
- The teaching is good with some very good features
- Pupils' attitudes, behaviour and enthusiasm for school are hallmarks of the school's success
- The leadership and management of the school are good

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

- Pupils in Years 1 and 3 are not always given sufficient challenge
- The school's development plan lacks sufficiently sharp focus
- The school's accommodation is poor

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

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

The school has made good improvement since it was inspected in October 1997. The headteacher and staff have tackled the issues raised in the last report effectively. There has been good improvement in using well-focused schemes of work to ensure consistency through the school and assessment of pupils' performance is now good. Although there are variations from year to year in the pupils' performance in national tests at the end of Year 6, the rate of improvement has been above the national trend. The quality of teaching has improved and leadership and management are well focused and determined. The school is in a good position to build upon its strengths.

### **STANDARDS**

The school's results in national tests vary from year to year due to the small numbers taking the tests and the wide variation in attainment on admission which is on the whole below average. Some cohorts are particularly influenced by high mobility. The school achieved impressive results in the national tests at the end of Year 6 in 2002. Over the last four years results have been above average in English, average in mathematics and below average in science. The school's results at the end of Year 6 have risen at a rate above the national trend. Inspection evidence shows that standards in the current Year 6 are above average.

Over the last four years results in tests and teacher assessments at the end of Year 2 have been average in reading, just below average in writing and above average in mathematics. The 2002 results were well below average in reading and writing and average in mathematics but this cohort had particularly low attainment on admission and included a high proportion of pupils with special educational needs. The school's tracking system showed that these pupils made good progress from a low base. Inspection evidence shows that the current Year 2 pupils are achieving well and that standards in reading, writing and mathematics are now average because this year there has been more consistent teaching and the school has been involved in a writing project. Trends in performance in the tests at the end of Year 2 show a decline but this has now been arrested and standards this year are high enough.

Progress is mostly good due to effective and well-planned teaching. Pupils with special educational needs make good progress as they are supported well and gifted and talented pupils are given sufficient challenge as they often work alongside older pupils. Variations in the performance of boys and girls are not significant when the small number taking the tests is taken into account. Boys' achievement has improved at a faster rate than girls over the last few years. The school sets realistic and sufficiently challenging targets.

Children in the reception year make good progress although few attain the early learning goals in the areas of learning by the time they start in Year 1. They are particularly successful in improving their personal, social and emotional development and communication, language and literacy. In the work seen, pupils in Years 1 to 6 pupils achieve successfully in history, geography and art and design. They attain average standards in information and communication technology and are beginning to make good use of computers to support their learning in other subjects. Pupils are good at applying their literacy and numeracy skills.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are enthusiastic about school. They join in well during lessons and enjoy homework.
Behaviour, in and out of classrooms	Very good. Pupils are very sensible when moving around the school. There is very little rough play or bullying. Pupils work and play together effectively; there have been no exclusions.
Personal development and relationships	Very good. The pupils help to create a purposeful and lively school; they are proud of their own and others' achievements. They like to be involved in decision-making through the school council.
Attendance	Unsatisfactory; attendance has fallen since the previous inspection and is slightly below average. The school is working hard to improve attendance.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching is good, with some very good lessons. As a result, boys and girls achieve well and make good progress. Teaching mostly meets the needs of the pupils although the work is sometimes not challenging enough for pupils in Years 1 and 3 where there is too much reliance on simple worksheets which are not always demanding enough. The quality of teaching has improved since the previous

inspection and pupils have good attitudes to learning. They work hard, listen carefully and mostly present their work well. Teachers have good subject knowledge, particularly in English and mathematics; these subjects are taught well. One of the strengths in the teaching is the way in which pupils are encouraged to use their literacy and numeracy skills in history and geography. The teaching of reading is good and the staff successfully use a wide range of methods, focusing from the early years on teaching pupils the sounds that letters make. Introductions to lessons in English and mathematics are brisk and purposeful and there is a good emphasis on extending pupils' vocabulary and mental arithmetic skills. The teaching of pupils with special educational needs is good and support staff make a significant contribution to their learning. The teaching of reception children is good and they make especially good gains in their personal, social and emotional development because of the secure environment provided. The teachers are skilful in challenging gifted and talented pupils and also provide good opportunities for the more able to achieve their potential. In other lessons seen and in the analysis of pupils' work it is evident that the teaching of ICT, history, geography and art is good because teachers make lessons interesting and provide practical ways for the pupils to learn.

Pupils' learning is good. They are well motivated and keen to improve. They listen attentively and work hard. Pupils are keen to try out new ideas and are good at selecting their own resources. They carefully think through different ways of tackling problems and work together very well.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school meets the needs of all pupils by providing challenging opportunities including a good range of extra-curricular activities. Good links are made between subjects, making learning meaningful.
Provision for pupils with special educational needs	Good. Support staff and teachers provide effective help for the pupils through additional support and the setting of work which is linked to well-crafted individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are stimulating opportunities for the pupils to work together harmoniously and develop an understanding of right and wrong. Assemblies and lessons often include opportunities for pupils to explore ideas and values and to develop an appreciation of the world around them. Pupils are prepared well for life in a culturally diverse society. There are many opportunities to be involved in the community and take part in social, musical and sporting events.
How well the school cares for its pupils	Very good. The caring staff meet the needs of individuals well through monitoring their academic and social progress effectively.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well organised and functions smoothly. The headteacher provides very good leadership and inspires her staff through well-focused and challenging teaching. Staff are an effective team and work together well; there is good consistency in using the school's schemes and policies but development planning is not sufficiently sharply focused.
How well the governors fulfil their responsibilities	Good. The governors are keen and interested and fulfil statutory responsibilities. They have a clear understanding of the school's work but are insufficiently involved in development planning.



The school's evaluation of its performance

Good. Very good analysis of data to pinpoint areas for development has resulted in improved standards over time especially in Year 6. There are good systems to monitor the teachers' performance.

The strategic use of resources	Good. The school has good systems for financial management and makes effective use of funds as governors carefully consider best value when purchasing supplies and services. The school's accommodation is poor although staff make good use of it. The cramped conditions hamper the work in some subjects. Careful use of funds has ensured that there is a good number of teaching and support staff with suitable expertise and experience.
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#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school and develop positive attitudes to each other and their work</li> <li>• The school's good leadership and management</li> <li>• All staff are fully committed to providing support and work hard</li> <li>• The school is a happy and purposeful place where teaching is good</li> </ul>	<ul style="list-style-type: none"> <li>• Parents raised no significant issues</li> </ul>

The findings of the inspection team support the parents' positive views. Parents play a significant part in supporting the school by helping their children at home and school and by raising substantial funds.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress, learn effectively and achieve well**

1. Throughout the school, pupils are now achieving well and making good progress. Progress is at its most rapid in Years 4 to 6 as the staff build on what has already been taught and provide stimulating and challenging opportunities for all pupils. Pupils with special educational needs are identified early in their school life and the staff pinpoint areas for development very effectively in well-written individual education plans. The teachers and support staff work very effectively with these pupils so that they achieve well and, although by the end of Year 6 few attain average standards, they make good progress. Individual education plans are reviewed regularly and additional support in lessons ensures that the pupils grow in confidence and competence. This in an inclusive school where staff work hard to meet the needs of pupils of all abilities. Gifted and talented pupils are provided with good opportunities to work alongside older pupils in mathematics and this moves their learning on at good pace. More able pupils benefit from working alongside older pupils and having work prepared for them which is suitably demanding.
2. As a result of good teaching the pupils become competent learners who take a keen interest. They work hard and older pupils in particular produce good quantities of well presented and clearly thought out work. Pupils are responsive in lessons and keenly answer questions. Teachers are skilful in getting the pupils to respond and build their confidence in speaking in public through effective questioning and the use of praise. As pupils progress through the school they become well-equipped learners and use their initiative when planning their own work. They co-operate effectively; some of the good artwork on display is the result of such collaboration. In lessons in physical education the pupils show their appreciation of each other's achievements and try to emulate what they have seen.
3. Inspection evidence shows that pupils achieve well in English and mathematics. The school focuses strongly on developing reading skills and actively involves parents in this aspect of their children's learning. By the end of Year 2 most pupils read accurately from a range of texts and are beginning to use simple reference books. The more able read with expression although less able pupils sometimes struggle to fully understand what they are reading. The school compensates for this by providing opportunities for the pupils to read regularly to adults, to develop good skills in building words from letter sounds and to devise strategies such as using pictures and context to establish meaning. By the end of Year 6 pupils read very well and cope with complex and difficult texts including non-fiction. They draw inference from texts and often use a variety of sources to bring together information to help in their research. Writing skills are average by the end of Year 2 and above average by the end of Year 6. Year 2 pupils use basic punctuation and spelling correctly and the more able are beginning to check their work for accuracy. Their handwriting is still rather immature. Year 6 pupils write in a fluent style using joined letters. They write using creative ideas and express themselves clearly in a wide variety of styles. A contributory factor in improving writing through the school has been the use of warm-up sessions at the start of lessons when teachers and pupils discover new words and phrases through a variety of games and exercises.
4. Pupils have average mathematical skills, knowledge and understanding by the end of Year 2 and achieve above average levels by the end of Year 6. A particular strength

throughout the school is the pupils' competence in mental arithmetic; pupils have quick and accurate recall of number facts. They also make good progress in using mathematical signs, vocabulary and symbols and this aids their problem solving.

5. Pupils apply their numeracy and literacy skills well in other subjects. Some very good work was seen in geography and history which included evidence of thorough research using a variety of sources. Pupils write clearly and accurately about a range of issues in these subjects and explore ideas such as humankind's impact on the environment through their local geography field trips. In science pupils make good use of charts and diagrams to enhance their work and clearly show a good understanding of graphs, databases and spreadsheets as they present their work in an interesting way.
6. Standards at the end of Year 6 are higher than those reported at the time of the previous inspection. Children start at the school in the reception year with below average attainment for their age. About a quarter of pupils join the school at times other than the reception year and the school's data shows that most of these pupils start with lower than expected attainment. Particular weaknesses in attainment relate to communication skills and personal, social and emotional development. The children make good progress in their first year in school and make particularly good improvement in relating to each other, working in groups and in their speaking, listening and reading skills. Despite good progress, most children are a little behind in their overall development and few attain the expected goals for their age in most of the areas of learning by the end of the reception year. Nevertheless they are equipped well as learners and have developed very positive attitudes to school which prepares them well for the next stage of learning.
7. Overall standards at the school have improved since the previous inspection. In ICT pupils of all ages and abilities achieve well. They attain average standards and show good skills in using computers to support their work in a variety of subjects. Their work in art and design is imaginative and well-constructed. Pupils use a wide range of skills and techniques effectively and express their ideas with flair.

### **The teaching is good with some very good features**

8. Teaching has a good impact on developing pupils' personal, social and emotional skills as well as their academic achievement because the staff understand the needs of individuals. Teaching has improved much since the previous inspection due to successful monitoring, improved planning and the consistent way in which the staff follow the school's teaching and learning policy. Teaching is good in reception and Years 1 to 3 and very good overall in Years 4 to 6.
9. The teaching of pupils with special educational needs is good. Staff work hard to meet the needs of the pupils and expect much of them while at the same time providing well-focused support. In an English lesson in Years 2 and 3 the support assistant worked very effectively with the low attaining group providing just the right level of guidance so that pupils could join in the lesson to produce interesting riddles. Lessons are planned well to include pupils with special educational needs and teachers make effective use of individual education plans to ensure that pupils' needs are pinpointed. There is regular review of their progress and new and sufficiently challenging targets are set.
10. More able and gifted and talented pupils benefit from careful assessment and in some lessons they work with older pupils so that the work is challenging and moves learning on at a good pace. This works very well in mathematics and these pupils

become competent in solving complex problems involving several operations. They are also encouraged to explain their strategies for solving problems through well-focused questions from the teachers.

11. Staff working with reception children have good levels of expertise and plan interesting lessons which stimulate learning. There is particularly strong teaching of communication, language and literacy and personal, social and emotional development. Adults ensure that there is a good range of activities involving much practical work. There are good opportunities for the children to explore language through play and regular opportunities to practise either pretend writing or to learn how to form letters. Reading is taught well through a blend of story telling, regular learning of common words and opportunities to read at home. There is a suitable emphasis on teaching children to build words from the sounds that letters make. Speaking and listening skills are extended effectively through role-play such as pretending to be waiters and customers in the café. Mathematical development is taught well through a mixture of practical activities, the learning of number rhymes and daily opportunities to count and work with a wide range of apparatus. Children particularly enjoy repetitive rhymes, such as Five Speckled Frogs, and the staff use them well to encourage children's understanding of the sequencing of numbers and basic subtraction.
12. The teaching of English is good. Staff make good use of the National Literacy Strategy to plan lessons and the introduction of a writing project has added sharpness to the teaching of vocabulary and spelling. Reading receives high priority and staff use a good range of methods to stimulate the pupils' interest in books and to develop effective skills in finding meaning. Parents contribute very well to their children's reading and liaise with the teachers through using home reading diaries. Older pupils are encouraged to engage in research and teachers set challenging tasks in subjects such as history which require the pupils to find information from a variety of sources and to draw their own conclusions based in reasoned argument. The marking of pupils' work in English is good and teachers link the marking to targets. This has had a good impact on the quality of work.
13. Mathematics is taught well and the staff have good subject knowledge which they use well to promote pupils' understanding. They make good use of the National Numeracy Strategy and published materials to reinforce pupils' learning. The strong emphasis at the start of lessons on mental arithmetic provides an effective method of getting pupils to think mathematically. During these sessions the teachers assess the pupils' understanding and also ask well-crafted questions aimed at the different abilities in the class. Pupils are asked to explain how they found the answer and they take much pride in offering different solutions and explanations.

**Pupils' attitudes, behaviour and enthusiasm for school are hallmarks of the school's success**

14. Pupils feel confident and valued as individuals which helps them in their learning and personal development. The strengths mentioned in the previous inspection report regarding attitudes and behaviour have been maintained well. Most pupils start school with underdeveloped personal, social and emotional skills and they make rapid gains in this aspect of their development in the reception year. This good start equips them well as learners and prepares them effectively for the National Curriculum. Throughout the school the pupils are keen and interested participants in all subjects and extra-curricular activities. They say that they enjoy school and talk fondly of the wide range of visits and events, such as the school's grounds day, that contribute to their learning.

15. This is an inclusive school and pupils from all backgrounds and abilities are valued. Pupils with special educational needs are encouraged to try hard and because they receive good support are fully engaged in lessons. Boys and girls work equally well and the teachers adapt lessons to meet the different needs of these groups of pupils. In physical education lessons pupils show much appreciation of the success of others and willingly share ideas to improve their own performance.
16. Throughout the school, behaviour is very good and there have been no temporary or permanent exclusions. Bullying or rough play are rare as the pupils have a clear understanding of the rights and feelings of others and respect each other. At lunchtime, the pupils are polite and well mannered. In the playground pupils get on well together and include lonely pupils in their games.
17. Older pupils undertake a range of responsibilities keenly and responsibly. Year 6 pupils run the tuck shop and take this responsibility seriously. Many examples of thoughtfulness by the pupils were observed during the inspection. In one instance, pupils used their initiative to move furniture to prepare for the next lesson without being asked, as they understood the school's routines and their responsibility for making the school an effective community. The School Council is now an established part of school life and pupils know how to represent the views of others. Older pupils care for younger ones very effectively; Year 6 pupils work alongside younger pupils acting as reading partners. Pupils co-operate well together in groups or pairs in lessons and at play. They share ideas and equipment and willingly take turns. Pupils respect the feelings, values and beliefs of others. Pupils demonstrate respect and tolerance for others and, for example, in lessons and assemblies, show a real understanding of and respect for different lifestyles, food and belief. Pupils' attitudes, values and behaviour do much to creating a happy and purposeful school.

#### **The leadership and management of the school are good**

18. The headteacher provides very effective leadership and successfully balances a heavy teaching commitment with managing the school. She provides clear educational direction and is supported very well by other staff who work effectively as a team. The school is well managed. The leadership and management of the school have improved since the previous inspection and the staff have successfully tackled the issues raised and improved the quality of education provided. There is a strong sense of purpose and commitment to move the school forward and the introduction of the writing project and teaching and learning policy have begun to make a real impact on how well pupils learn.
19. Governors are very supportive of the school and keen to improve the quality of education. They know the schools strengths and areas for development and have recently given much time to improving the quality of the school's accommodation. They have very good community links and seek to involve the community in several projects to help the school. Governors give good support and fulfil their statutory duties well. They regularly attend appropriate courses and are developing a critical approach to moving the school forward. Governors monitor the work of the school in literacy and numeracy and also have good oversight of the work with pupils with special educational needs. Governors monitor spending and are involved in setting the budget. They have oversight of the school priorities and seek to ensure that best value is achieved through purchasing supplies and services at reasonable cost. A good example of this has been the employment of staff to support the teaching of ICT which has resulted in rising standards and increased use by staff and pupils of computers in their work in a range of subjects.

20. Very good procedures, introduced by the headteacher, to track the progress of individual pupils and groups support the measurement of the value the school adds to pupils' learning. These procedures involve monitoring progress of individuals and measuring their success. They also mean that the school clearly identifies what needs to be done to raise standards. This has been very successful in improving pupils' writing through the introduction of a new project. Having analysed the trends in performance in national tests at the end of Year 2 the staff have drawn up effective plans to raise standards. These plans include well-focused warm-up sessions in literacy lessons which are having a positive impact on improving pupils' vocabulary. The information from tests is analysed well and used to set targets for pupil performance and for improving teaching. All staff show commitment to working together to raise standards and meet the targets. There are good targets set for the teaching staff linked to an effective system of performance management and staff show much enthusiasm for improving their teaching through training. Support staff are also involved well in training and show a strong commitment to the school.
21. Financial planning, monitoring and administration are good. Governors and the headteacher ensure that funds available are used for their purpose. This works very well in the provision for staff to support pupils with special educational needs. Accurate accounting enables the headteacher and governors to check figures regularly. The number of pupils attending the school has risen in recent years and the additional funds have been used well to improve resources and staffing levels. Funds are linked to the school's development plans. Day-to-day administration is very good and the efficient organisation ensures that teaching staff and the headteacher are given maximum time to be involved with pupils' learning. The school checks well to ensure it gets good value in relation to how it spends the budget. The school has made good progress in addressing the issues raised in the last report and pupils achieve well in relation to their prior attainment. The school provides good value for money.

## **WHAT COULD BE IMPROVED**

### **Pupils in Years 1 and 3 are not always given sufficient challenge**

22. Overall the teaching of these groups of pupils is good but the analysis of their work shows that in some instances there is insufficient challenge and not enough is expected of the pupils. The accommodation is cramped and has a detrimental effect on the quality of education as it restricts the planning of some independent work. In some lessons there is insufficient attention given to setting challenging tasks which move learning on at a brisk enough pace. The slow pace in these lessons result in pupils producing small quantities of work. The analysis of their work shows that pupils are sometimes recording their findings using pictures, one word or a very simple phrase when clearly other aspects of their work show they are capable of more. This is reflected in an over-reliance on basic worksheets which do not extend the pupils' writing and thinking skills. For example, in a science lesson the pupils effectively discussed what plants need to grow but the follow up work only required very basic recording and not enough emphasis was given to making use of scientific vocabulary to extend pupils' knowledge and understanding.
23. Although teachers use assessment information well to plan lessons in literacy and numeracy, the information is not consistently shared with pupils to set individual personal targets for achievement. This results in some needless repetition of basic skills such as practising mathematical calculations at the same level as taught in the previous year. Some pupils do not know their precise learning targets or the

timescales for their achievement. This results in some lack of confidence by pupils when starting work and a slow rate of productivity as in a mathematics lesson where a group of pupils misunderstood what was required and consequently made several mistakes. In a lesson with reception and Year 1 pupils the introduction was used well to set the scene but the subsequent activities were too confusing for some pupils and this meant that they struggled to complete the task satisfactorily. Analysis of the pupils' work shows that the quality of written marking is not consistent. All work is marked but comments on pupils' work do not always tell pupils what they need to do next to improve.

### **The school's development plan lacks sufficiently sharp focus**

24. The school's comprehensive plan outlines priorities for the next three years. However, it lacks a sharp enough focus because there are insufficient measures of success linked to rigorous timescales. The plan is more an account of what needs to be done and does not include sufficient guidance on how this is to be achieved and how the school's success will be judged. Although the governors take a keen and supportive part in school life their role in developing and monitoring the school's improvement is underdeveloped.

### **The school's accommodation is poor**

25. The staff's endeavours to create an attractive and vibrant environment for learning through attractive displays of pupils' work are hampered by cramped and unsuitable accommodation. The school's buildings are poorly maintained and the classroom for the reception children and Year 1 restricts some activities. The ceiling in this room is supported by pillars which determine the organisation of some lessons. Opportunities to provide a range of different challenges for the pupils are restricted by cramped classrooms. The room for Year 6 pupils is also used as the computer room, staff room and library, and some lessons are interrupted by pupils from other classes who need to use these resources.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

26. In order to build upon the good quality of education provided by the school, the headteacher, staff and governors should:
1. **Extend opportunities for pupils in Years 1 and 3 by**
    - providing a better pace to lessons and matching work more carefully to their needs
    - improving opportunities for pupils to record their work in sufficient depth
    - ensuring that marking is used consistently to guide pupils on how to improve
  2. **Improve the school's strategic plan so that it includes well-defined targets, timescales and measures of success.**
  3. **Seek further ways of improving the accommodation.**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

14

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

5

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	8	0	0	0	0
Percentage	0	43	57	0	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

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	86
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	12

#### 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	13
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.4

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	11	11	14
Percentage of pupils at NC level 2 or above	School	79 (80)	79 (80)	100 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	11	14	10
Percentage of pupils at NC level 2 or above	School	79 (80)	100 (90)	71 (80)
	National	85 (85)	89 (89)	89 (89)

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

- National test results at the end of Year 6 have been omitted due to the small number of pupils taking the tests

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
86	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

0
0
0
0

0	0
0	0
0	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)	4.5
Number of pupils per qualified teacher	21.5
Average class size	21.5

#### Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

*FTE means full-time equivalent.*

### Financial information

Financial year	2002/2003
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	£
Total income	174,656
Total expenditure	182,958
Expenditure per pupil	2,178
Balance brought forward from previous year	5,593
Balance carried forward to next year	2,709

### 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	86
Number of questionnaires returned	28

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	11	7	0	0
My child is making good progress in school.	68	25	4	0	4
Behaviour in the school is good.	57	39	0	0	4
My child gets the right amount of work to do at home.	36	61	0	4	0
The teaching is good.	82	14	4	0	0
I am kept well informed about how my child is getting on.	39	50	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	75	18	7	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	39	50	7	4	0
The school is well led and managed.	79	18	4	0	0
The school is helping my child become mature and responsible.	68	29	4	0	0
The school provides an interesting range of activities outside lessons.	43	36	14	4	4

### Other issues raised by parents

Parents raised no significant issues. They were particularly pleased with the way in which their children are treated as individuals and the efforts of staff to challenge pupils of all abilities.