

INSPECTION REPORT

INKERSALL PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 112795

Headteacher: Mrs. J. Butterfield

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 7 – 8 May 2003

Inspection number: 247269

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:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. M. Kellary
Date of previous inspection:	9 March, 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Inkersall Primary School is situated in the village of Inkersall in Chesterfield, Derbyshire. Most of the pupils come from the immediate area which includes Staveley. The school is popular and this is reflected in a stable number of pupils on roll each year. The headteacher was appointed soon after the school's last inspection in April 1998. Nearly all of the teaching and support staff were in post at the time of the last inspection. The school is above average in size and admits up to 60 children into one of two Reception classes. There are 375 pupils on roll between the ages of four and eleven and they are taught in fourteen classes. There is also a Nursery which admits up to 52 part-time children (26 full-time equivalent) from three years of age. The pupils' attainment on entry to the Reception year is below the standard expected of four-year-olds. This varies from year to year, for example, last year's pupils in Year 2 started school with well below average attainment on entry. There are no pupils in the school learning English as an additional language and none require support through ethnic minority support grants. Twenty per cent of the pupils are eligible for free school meals, which is broadly average. The school has identified eight per cent of its pupils as having special educational needs, which is below average. Just over one per cent of the pupils (average) have a Statement of Special Educational Needs.

HOW GOOD THE SCHOOL IS

This is a good school. The teaching is good overall. Standards have been rising in the junior years and are above average in English, mathematics and science by the end of Year 6. However, standards are not consistently high in the infant years, especially in mathematics and science. This is partly caused by variations in the pupils' level of attainment on entry to the school. Infant pupils achieve satisfactorily in relation to their prior attainment on entry to the school, but there is still much to do to raise standards further in mathematics and science. Standards in reading and writing are below average by the end of Year 2 but there are positive signs that they are improving. The pupils achieve particularly well in the Nursery and Reception years and in the junior classes. The school is well led and managed by the headteacher, senior staff and governors and provides good value for money.

What the school does well

- Standards are above average in English, mathematics and science by the end of Year 6. The pupils achieve well because the teaching is good and it is highly effective in Years 4, 5 and 6.
- The children in the Nursery and Reception classes get a good start to their education. Teachers and support staff are well organised and prepare an effective education for the children.
- The school provides a good curriculum. It is broad and balanced with particularly good links across subjects. The curriculum is enriched by a good programme of educational visits, topics and an interesting range of activities outside school times.
- The school is well led and managed by the headteacher, senior staff and governors. There has been particularly effective communication with parents and the community. The staff and governors have done well to address all the issues raised in the last inspection.
- The personal development of the pupils is a good feature of the school. This is having a positive impact on the moral and social development of the pupils.

What could be improved

- The teaching of mathematics and science in Years 1 and 2.
- The way teachers use assessment information in the infants and the match of work to the pupils' attainment.
- Attendance rates. Both authorised and unauthorised absence rates are above the national

average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The headteacher took over soon after the school's last inspection in March 1998. At that time inspectors judged that the school had not done enough to communicate effectively with its parents. There were also concerns about the role of governors and the management of the school and its curriculum. Since then, the headteacher has galvanised the school community and has made good progress dealing with all the issues raised. Since 1998, the issues facing the school have been wide-ranging and comprehensive. The headteacher, staff and governors have improved communication with parents; established an effective senior management structure; assigned appropriate roles to subject co-ordinators who are now more involved in monitoring the curriculum, teaching and learning; and the staff consistently apply the school's behaviour management policy.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	B	B
Mathematics	C	C	B	B
Science	B	C	B	B

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

(The "similar" in the table above refers to the percentage of free school meals and not the size of the school.)

The 2002 tests for Year 6 show that the school's results were above the national average in English, mathematics and science. The results compare well with similar schools. Standards have improved steadily and have been rising at a rate that is in line with the national trend. The inspection evidence confirms that standards are above average in English, mathematics and science. The pupils have achieved well in relation to their prior attainment in all three subjects. Literacy and numeracy skills are well taught and this is having a positive effect on science standards as well as standards in other subjects.

The performance of the pupils in the national tests for Year 2 show a year-on-year decline. Last year, for example, reading, mathematics and science standards were well below the national average and writing standards were below average. The attainment on entry to the Reception year for last year's cohort of Year 2 pupils was well below that expected for their age and this partly explains these low standards. However, there is a marked difference between standards in reading and writing compared with those seen in mathematics and science. The inspection evidence confirms that standards in reading and writing are improving and they are now close to those expected, but standards in mathematics and science remain below average. Teachers are not using their assessment information effectively in mathematics and science to target average attaining and more able pupils in lessons. Consequently, a significant proportion of pupils who have the potential to achieve or exceed the expected standards by Year 2 just fall short in the national tests. Literacy skills are better taught with

signs of improving standards but this is not the case for mathematics and science. This has been recognised by the school and has been prioritised as an area for improvement.

Standards in information and communication technology and other subjects are in line with those expected by the end of Year 2 and Year 6. The Nursery and Reception children achieve well with a significant number currently reaching the standards expected for their age by the time they start the Reception year. They make good progress in Reception, but standards overall are below those expected by the time the children move to Year 1. Throughout the school the pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are good. They try hard and enjoy learning, applying themselves well, often co-operating and helping each other.
Behaviour, in and out of classrooms	Good. This helps to create an orderly and positive learning environment. Thirteen pupils received temporary exclusions last year.
Personal development and relationships	Very good. The pupils are independent and show maturity. Relationships are very good. The pupils enjoy celebrating the achievements of others.
Attendance	Below average. This is unsatisfactory as the rate of authorised and unauthorised absence is above average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.

The teaching is good overall and ranges between satisfactory and very good. It has improved well since the last inspection. The most effective teaching is in the Nursery and Reception years and in most of the junior classes. Most of the teaching seen across the school has sufficient challenge, but more could be done to target the average and more able pupils in Years 1 and 2. The teaching of literacy is effective across the school and this has a positive impact on how well the pupils learn in other subjects. The teaching of mathematics and science is more effective in the junior years where the work provided for the pupils is well matched to their abilities. Junior teachers assess how well the pupils are doing, especially in literacy and numeracy, but for infant pupils, the information is not being used to guide teachers' planning or to set high enough expectations of the average attaining and more able pupils. A great deal has been achieved by the school in improving staff confidence and resources which has helped to improve standards in information and communication technology and to maintain standards in other subjects. The pupils with special educational needs receive good support in lessons and, as a result, make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. Teachers provide a good range of practical and relevant tasks with opportunities for the pupils to use computers to support their learning. There is a good range of extra-curricular activities and educational visits to enhance and support learning. Average attaining and more able pupils in Years 1 and 2 could be targeted better to raise standards.
Provision for pupils with special educational needs	The pupils receive good and effective support. They are identified early and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good and is supported by a broad range of activities in school and outside school times. Very good provision is made for the pupils' personal development. The pupils are developing a good understanding of life in a multi-cultural society.
How well the school cares for its pupils	There is a good level of care provided for all pupils. The school has good procedures to assess how well the pupils are doing. Infant teachers could use these assessments better to set learning targets for the pupils to achieve.

Parents believe that the school improves their children's personal development very well. Good quality information about the curriculum and school events is provided for parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. The deputy headteacher and key staff work closely with her to monitor lessons, pupils' work and their progress. The management of the school is well focused on raising standards and providing a broad curriculum.
How well the governors fulfil their responsibilities	The governing body provides good and effective support. They work closely with the school and have a clear understanding of their role in managing and monitoring the work of the school.
The school's evaluation of its performance	This is satisfactory overall. The governors and staff have established priorities in the school development plan. The governors and staff monitor the pupils' progress by evaluating the pupils' performance in tests. More could now be done to raise standards by the end of Year 2.
The strategic use of resources	This is good. There are targets which are matched to spending priorities. The school manages its finances well, ensuring best value for money when committing the school's budget to specific resources. The large carry forward budget has been largely allocated to maintaining

	staffing levels.
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The administrative staff are efficient and make themselves available to parents and visitors as well as managing the smooth running of the school and its finances. The school building and school site are well maintained and managed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The teaching is good and sets high expectations. • The school is well led and managed. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The information provided about their children's progress. • Some parents would like the school to work more closely with them. • The range of activities provided outside lessons.

Parents think well of the school and are pleased with the way the headteacher and staff have managed the school in very difficult circumstances after the last inspection. The inspectors agree with all of the positive views expressed by parents and judge that the school provides a good range of activities outside lessons. Inspectors judge that the information provided by the school is of good quality.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are above average in English, mathematics and science by the end of Year 6. The pupils achieve well because the teaching is good and it is highly effective in Years 4, 5 and 6.

1. Inspection findings confirm that standards are above those expected by the end of Year 6 in English, mathematics and science. In last year's National Curriculum tests, Year 6 results show that standards were above the national average in all three subjects. The results compared well with similar schools and the pupils had made good progress in relation to their prior attainment. National test results over the last four years have shown sustained improvement. This trend can be linked to similar improvements to the quality of teaching since the school's last inspection which has had a significant impact on raising standards by the end of Year 6.
2. The teaching in the junior classes is well organised so that tasks are set for the pupils which are well matched to their abilities. In a very good Year 6 English lesson for example, the pupils were able to write independently in a persuasive style. The teacher prepared helpful writing frames and asked pertinent and well targeted questions that enabled the pupils to make notes and suggest ideas. During a thought provoking class discussion, the teacher organised different writing tasks that demanded a great deal of the pupils. These tasks were very well matched to the abilities of the pupils enabling them to improve their writing and build on what had previously been learned. Through carefully prepared note-taking and shared class discussion aimed at persuading prospective tourists to participate in adventurous and activity-based holidays, the pupils explored and shared ideas about the most appropriate language to plan their writing. The teacher skilfully focused the pupils' attention so they arrived at joint statements, for example, "Canoeing is a thrilling adventure for all the family...". Very good use was made of the class computer as one pupil acted as a scribe to collate the pupils' ideas using the word processor and then print them so that the class could share these during independent writing time. In a very good mathematics lessons, Year 5 pupils were taught to calculate the area of irregular plane shapes. The teacher started by reminding the pupils of what they had previously learned about area and then set appropriately challenging tasks that extended their understanding further. Again, through skilful questioning and a thorough knowledge of the subject matter, the teacher was able to challenge every pupil and attended to their individual needs as they independently explored the tasks set for them.
3. As a result of the effective teaching of literacy and numeracy skills throughout the junior years, the pupils are able to apply their knowledge and understanding to other subjects including science. Consequently, science standards have been rising. The scrutiny of pupils' science work in the junior years and especially in Year 6 show that the pupils are making very good progress. There is clear evidence that the pupils are fully aware of how to prepare a fair test and can arrive at clear hypotheses and questions about the areas they investigate. For example, when testing electric circuits to see how these produce different effects or how air resistance can produce different outcomes when you change the surface area of materials to test the effects of forces. A significant proportion of pupils (approximately one in three) are targeted to exceed the standard expected for their age in science. Teachers have ensured that the entire junior science curriculum is covered by the end of Year 5 allowing time during Year 6 to re-visit areas that the pupils find difficult. This helps to reinforce the pupils' knowledge and understanding and at the same time ensures that all aspects of the science curriculum are covered in great depth.

4. In Years 3 and 4 the pupils are provided with sufficiently challenging work which enables them to build on what they already know. Good quality homework is also provided to reinforce the work being done in school. In a good Year 4 mathematics lesson, a fast paced mental and oral arithmetic session preceded some challenging work involving the identification of properties of two-dimensional shapes and investigating the perimeter of regular shapes. After the lesson the teacher provided the pupils with homework that enabled the pupils to practice their numeracy skills by investigating problems involving shopping tasks. The whole lesson provided variety and challenge for all the pupils and the work set, including the homework, was well matched to the abilities of the pupils. In a good Year 4 English lesson, the teacher focused her questioning on helping the pupils to focus on alternative features about characters in stories. By investigating which words provided clues about a character's personality, the pupils discussed key features of a story about bullies and how different story endings could be devised that best matched the qualities of the characters in the story. After a thorough and effective class discussion the tasks provided for the pupils were well supported by materials such as writing frames and word lists to help the pupils work at levels appropriate to them and their group. Throughout the junior years, the pupils make good progress in the core skills of reading, writing and numeracy because the teaching is well focused and organised. This has largely attributed to the sustained improvement in standards evident in the National Curriculum tests for Year 6 in English, mathematics and science.

The children in the Nursery and Reception classes get a good start to their education. Teachers and support staff are well organised and prepare an effective education for the children.

5. Initial assessments of the children when they first join the Nursery class show that their attainment in language, communication and mathematics is well below that expected of three-year-olds. From an early age they are taught the basic skills of reading, writing and numeracy effectively. The children make good progress so that by the time they start the Reception year they are close to achieving the early learning goals in all of the areas of learning but attainment on entry overall to the Reception year is below the standards expected of four-year-olds. In the Nursery, the teacher and nursery nurses work very well as a team to prepare activities and plan what the children are going to do each term. The planning is very good because it sets out long term objectives and short term learning goals which are achieved through practical and interesting tasks and activities. The Nursery areas and teaching spaces are clearly designated for writing, reading, painting, craft and exploration such as the writing area where the children experiment with pencils, crayons and colour marker pens. All the staff, including nursery nurses, students and parents were observed leading good quality sessions with groups of children using a range of materials and resources. The teacher was observed assessing a group of children using reading materials and writing activities.
6. There are many opportunities for the children to learn independently and to share experiences with others. This aspect of the Foundation Stage curriculum is very well organised in both the Nursery and Reception years. For example, during integrated activity times, Nursery children explore the attractive outdoor areas as when a group of children plant seeds or play with a ball on the grassed area or when riding tricycles and helping each other to manoeuvre around objects or lines marked on the playground simulating zebra crossings. In the Reception classes, the children enjoy playing number games by choosing which groups of items are 'more than' three, five or other number up to eleven. Good use of role-play in one reception class enables the children to improve the language and numeracy skills as, for example, when playing the part of a shopkeeper.

7. It is evident that throughout the Foundation Stage, teachers and support staff plan together. It is clear that the work being done in the Nursery is built upon in the Reception year. In this way, the Reception teachers are able to reinforce language through the use of familiar stories, nursery rhymes and poetry and the children respond well because they have been well taught previously so that more formal aspects of reading and writing become second nature as the stories, such as 'Jack and the Beanstalk' are so familiar to them. Through class discussion, teachers in the Reception year ask the children to explain what they know, as when one teacher talked to the children about bread making. Very good connections were made with planting seeds, referring again to the story of 'Jack and the Beanstalk' and then linking this to wheat and flour as ingredients of bread. Throughout both the Nursery and Reception classes, teachers and nursery nurses skilfully focus the children's attention on the activities by, for example, encouraging the children to talk about what they discovered when they cut up fruit and prepare seeds for planting. In this way the staff successfully evoke meaningful discussion and they are able to encourage the children to verbalise what they are doing and thinking as well as learning to listen to others.
8. The teaching is effective because it allows the children to choose activities and then to complete a range of tasks that relate to a topic or theme. The children were fully involved and absorbed by a range of tasks related to observational drawings of fruits and seeds. The children play happily in the role-play areas and the staff use familiar topics to help the children develop an understanding of time and sequences of events during the day. Good quality pictures and writing are displayed on topics such as trees after the children were involved in tree planting in the school grounds. The visit to Bolsover Castle stimulated the children's interest in the past when they re-enacted a medieval banquet in the school hall and both the staff and children dressed up for the occasion. Very good links were established with traditional stories about castles, princesses and knights. Seasonal differences are covered so that the children learn to sequence the seasons and months of the year as well as days of the week. Much of the practical development of fine motor skills is reinforced when children play outside, learning to ride their wheeled toys on the imaginary road. The staff use characters in stories as a focus for the children to help them when writing or reading. Teachers have developed good quality records of achievement which can be accessed at any time. They also act as valuable records for parents of what their children have achieved and demonstrate how well organised and effective the teaching and curriculum are for the children in both the Nursery and Reception classes.

The school provides a good curriculum. It is broad and balanced with particularly good links across subjects. The curriculum is enriched by a good programme of educational visits, topics and an interesting range of activities outside school times.

9. The curriculum is good. It is enriched by the breadth of activities and experiences provided for all the pupils. Teachers successfully link topics and themes across a range of subjects. This makes learning meaningful and realistic for the pupils. The use of information and communication technology is well linked to the work that pupils do in other subjects. When investigating river systems in a Year 6 geography lesson, the pupils recalled their previous work when they used a digital camera to record and observed changes to water as part of their scientific and geographical investigations into the water cycle, evaporation and river systems. The lesson involved good quality descriptive writing about the way the environment and climate affects rivers and waterways. In Year 4 the pupils were asked to devise questions about a village in India. Using their knowledge of maps, atlases and using CD-ROMS on the computer, the pupils are able to identify key features using descriptions that

compare their own local town and villages with those of the village of Chembakoli in Asia. This work is made even more relevant by the school's involvement in links with a Namibian village. As part of a local project with other schools in the area, Inkersall has links with a school in Namibia which enable the pupils to write to pupils and compare life in the area of Chesterfield with that found in that part of Africa.

10. The curriculum is well planned to make learning meaningful, practical and relevant to all the pupils. Evidence from the pupils' recorded work and photographs displayed in the entrance hall show a good range of work that has been produced after practical observations, educational visits, workshops and themed events such as the school's book week or musical presentations for parents and visitors. Older pupils in the junior years look up web pages on the Internet for international news, and then comment on this by reacting to recent topics and current affairs. For example, the recent global 'SARS' virus, where the pupils have located the trouble spots around the world using a world map. World news is also written about by Year 5 pupils with some interesting mock interviews of famous stars displayed where the pupils have recorded their questions and responses after imagining what it would be like to interview David Beckham or Michael Owen as well as other popular celebrities. Younger junior pupils have designed their own maps with references and keys. Infant pupils have been taken on a good range of educational visits to support their learning such as visits to Bolsover Castle or the annual residential visit for older pupils which includes adventurous activities, environmental studies and computer work. An attractive display of postcards and a world map alongside which are artefacts newspapers from Cyprus pointing out where 'Barnaby Bear' has visited, provide the younger pupils in the infant classes with early geographical skills as they explore the map to locate where the fictitious bear has been. Other infant pupils during break-times enjoy marking their name on a map of the British Isles to locate where they have visited with their family. Other recorded work shows how well the pupils write accounts from the viewpoint of a rich or poor Victorian children as part of their history work. Art work is well displayed around the school with very good links with other subjects, for example, Ancient Greek art as part of history and geography work and action sketches as part of their physical education and observational drawings in art and design.
11. The school has maintained a good musical tradition as well as promoting art and design and the expressive and creative arts. These are making a significant contribution to the pupils' attitudes to learning and their behaviour. They inspire the pupils to participate in dance, drama and music both in school times and after school hours. Displayed work and photographic evidence shows a good range paintings, prints and textile collages incorporating a range of materials including natural resources such as leaves, wood and bark. There is a good range of extra-curricular activities, including music, games, French lessons and a homework club. To the credit of the all the staff in the school, they organise these and give up a lot of their own time to help as many pupils participate in these activities.

The school is well led and managed by the headteacher, senior staff and governors. There has been particularly effective communication with parents and the community. The staff and governors have done well to address all the issues raised in the last inspection.

12. The headteacher provides good leadership. In a short time she established better communication with parents, improved standards and improved the way the work of the school is monitored and how the staff are supported. Consequently, the parents have more positive views of the school compared with those expressed at the time of the last inspection. She provides effective leadership through determination to raise standards and her willingness to support and work alongside parents, governors and staff. The school's stated aims are a

reflection of her personal dedication to the pupils. They are based on good levels of achievement and improvement for all. The headteacher and governors work closely with the senior management team and staff. The deputy headteacher provides good support and helps the headteacher to monitor lessons and support teachers and pupils. The reports of the monitoring process show that the school is self-critical and evaluative about its teaching. The parents are very supportive of the school and say that communication is much better now than it was.

13. Effective monitoring of teaching and learning is clearly defined by the headteacher and governors. It is aimed at helping the school to be clear about how well the pupils are doing and how well the teachers teach. This has involved the staff who lead subjects of the curriculum or aspects of the school. There is a good balance of expertise amongst the staff and their good subject knowledge enables them to review the impact each subject is having on the pupils' achievements and progress. Members of the senior management team and subject co-ordinators produce action plans which are put into the school's development and management plan so that priorities can be established over the long and short-term. A thorough review of the school's curriculum planning has led to improvements in standards, especially in the junior years in English, mathematics and science. The headteacher, senior staff and governors have undertaken a school-wide evaluation with the focus being on improvement. This has given a clear educational direction for the work of the school and has rightly focused on improving standards in mathematics and science by the end of Year 2, where there is room for improvement.
14. The governors are knowledgeable and experienced and committed to the needs of the school and its pupils. They are provided with regular reports by the senior staff and headteacher. This helps the governors to monitor the work of the school giving them a clear insight into the work being done and the progress the pupils are making. The resources of the school are good overall. They are well used and easily accessible. The headteacher and governors, together with the senior staff, set appropriate targets for improvement which are costed with clear terms of reference for the governors and staff to be able to measure how well each area is progressing. In this way the school makes efficient use of its budget ensuring that spending provides value for money.

The personal development of the pupils is a good feature of the school. This is having a positive impact on the moral and social development of the pupils.

15. The school successfully improves the pupils' personal development and ensures that the pupils are well cared for and supported. There is a good positive working environment which is underpinned by a strong social and moral code that is respected by the pupils, staff, parents and the community. Teachers, support staff, administrative staff and all those involved in the upkeep and maintenance of the school demonstrate a sensitive and caring attitude towards the pupils. The procedures for ensuring the welfare of pupils are good and the school has been successful in maintaining this since the last inspection. All the pupils have equal access to the school's curriculum and teachers are also effective in improving the pupils' self-esteem. School assemblies have a strong moral theme, such as that of treating others as you would want them to treat yourself, which is helping the pupils to relate to familiar situations in their own lives and apply these in school.
16. The staff successfully promote the pupils' personal development. Relationships across the school are very good and there is a positive working environment throughout. Year 6 pupils act as mentors for younger pupils by being 'anti-bullying buddies'; as 'playground buddies' and

as monitors for infant pupils at lunchtimes. This is very successful. The school has a strong social and moral code that is respected by both pupils and staff and understood by parents and the community. Teachers and learning support assistants, with their sensitive and caring attitude towards the pupils, provide very good role models. The staff are successful in improving the confidence of those pupils who would not otherwise participate in class discussions. Teachers are also effective in improving the pupils' self-esteem and developing speaking and listening skills. Through good quality art and design work, the pupils are developing an increasing appreciation of different cultural traditions that influence art and society. For example, the theme of 'caring for the environment' was well illustrated in the junior assembly. A teacher and a class of older pupils who represent the school's Environmental Care Committee, showed the rest of school how they can help to maintain a healthy and clean school environment. Communal singing in assembly is of good quality and this, together with the area school's bi-annual music festival, helps the pupils to develop their performing arts skills and gain confidence performing in front of an audience. Written work on a range of topics, displayed around the school and in folders or record of achievement provide good opportunities for the pupils to comment on real and imagined events. They also help the pupils to explore their feelings and thoughts about national and world events. Through poetry, play scripts and factual accounts of famous events, the pupils are provided with a rich variety of tasks and opportunities to see the wider world, its many cultures and influences on literature, art and the history of humankind.

WHAT COULD BE IMPROVED

The teaching of mathematics and science in Years 1 and 2.

17. The National Curriculum test results for Year 2 pupils over the last three years show a decline in standards. Inspection evidence shows that, compared with reading and writing standards, those in mathematics and science are too low. The school has rightly focused on improving reading and writing skills and this is beginning to show signs of improvement. It has also recognised that mathematics standards remain too low and this has been identified as a priority in the school's development plan.
18. The teaching is satisfactory, but could be better. The recent changes to staffing in the infant classes is beginning to have an effect on standards. However, there is much to do, especially in mathematics and science to raise standards further. Although lessons are satisfactorily planned and delivered, teachers in Years 1 and 2 are not always providing work that is demanding enough for those pupils who have the potential to reach or exceed the standards expected for their age. This leads to a lack of challenge for some pupils. For example, in a Year 2 mathematics lesson observed during the inspection, too many pupils were doing similar work even though the ability range in the class was extensive. By the end of Year 2, the pupils ought to know how to describe basic fractions such as halves and quarters. However, the majority are still uncertain about how many halves or quarters make a whole and do not relate this work with the basic division of whole numbers. Mental arithmetic skills are not as developed as they should be, which results in the pupils lacking confidence when calculating basic number problems independently.
19. In science, the pupils' recorded work shows that they have not made enough progress in working independently, drawing conclusions from observations and devising questions when preparing simple experiments. Most of the work seen in the folders and recorded work is based on worksheets. Although these set out appropriately challenging work which is matched to the National Curriculum for both Year 1 and Year 2 pupils, there is little evidence

of the pupils collecting evidence, or using measurement after focused observation. Furthermore, the pupils are not always provided with sufficient opportunities to ask pertinent questions as to 'how?' 'why?' or 'what will happen if?' Much of the work seen in science involves straightforward recording, collating and presentation after a whole class observation or investigation such as making an electric circuit to light a bulb, or making plants grow and then answering questions about the best environment for growth. The workbooks do not show enough work at different levels for pupils who are more or less capable.

The way teachers use assessment information in the infants and the match of work to the pupils' attainment.

20. The headteacher and staff keep records of test results, including National Curriculum tests and other standardised reading, writing and mathematics tests. These results are kept and are aimed at setting attainment targets for every pupil in the school. The targets are set by teachers and senior staff to help track how well each pupil is doing. However, the evidence from the end of Year 2 national tests over the last three years shows variations in standards. These are partly explained by the different levels of attainment on entry to the school, but it is clear from the test results that some pupils could do better. Those pupils identified as having the potential to reach or exceed the expected levels for their age by the end of Year 2 are not always achieving these levels. This is largely related to the way teachers use their assessment information and set targets. For example, the pupils who enter the school with average attainment sometimes fall short of the expected level (Level 2) by the end of Year 2. In some cases, these pupils are expected to only just reach the level with no indication that the school sets more challenging targets.
21. This under-scoring of targets for some pupils inevitably affects the level of work provided for the pupils in lessons. That is to say, the teachers do not have high enough expectations that the pupils have the potential to do better than predicted. In particular, more able pupils could be provided with more demanding work.

Attendance rates. Both authorised and unauthorised absence rates are above the national average.

22. Attendance is unsatisfactory. Both authorised and unauthorised absence rates have been above average for schools of this type over the last few years. Attendance rates have fallen over the last two years. The school is aware of attendance patterns and is conscious that some families are not responding to the range of initiatives devised by the school. These include keeping class records and rewarding those classes with the best attendance. Unauthorised absence is too high compared with most schools. Some parents are not notifying the school of absences and some are taking extended holidays during term-times. The school should now aim to work closely with the parents responsible for persistent or regular absence and should aim to make more effective its procedures to eliminate unauthorised absence.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the good education provided by the school, the governors, headteacher and staff should:

*** Improve the way mathematics and science are taught in Years 1 and 2 to raise standards by:**

- providing work for the pupils that is better matched to their abilities and potential;
- planning lessons that involve more mental and oral arithmetic so the pupils can practice and reinforce their numeracy skills;
- providing more opportunities in science lessons for the pupils to draw conclusions, ask questions and predict outcomes during their investigations and practical work.

(Paragraphs: 17 – 19)

*** Improve the way infant teachers use assessment information to identify and target individuals and groups of pupils by:**

- setting attainment targets early in Year 1 based on the assessment information provided by Reception teachers;
- ensuring that the pupils are set targets that ensure that more pupils who have the potential to reach or exceed the levels expected by the end of Year 2 do so;
- providing work in lessons that will enable average attaining and more able pupils to reach their full potential, especially in the basic skills of reading, writing and numeracy.

(Paragraphs: 20 – 21)

*** Improve attendance rates with the co-operation and support of parents. This should especially focus on reducing both authorised and unauthorised absence levels.**

(Paragraphs: 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	13	8	0	0	0
Percentage	0	30	43	27	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 three 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)	26	375
Number of full-time pupils known to be eligible for free school meals	0	73

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	30

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	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.8

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	25	33	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	31	33	26
	Total	46	48	42
Percentage of pupils at NC level 2 or above	School	79 (89)	83 (95)	72 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	19
	Girls	31	30	30
	Total	45	46	49
Percentage of pupils at NC level 2 or above	School	78 (88)	79 (91)	84 (98)
	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	32	29	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	30
	Girls	22	21	23
	Total	46	46	53
Percentage of pupils at NC level 4 or above	School	75 (75)	75 (75)	87 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	26
	Girls	20	20	19
	Total	40	42	45
Percentage of pupils at NC level 4 or above	School	71 (76)	76 (75)	87 (88)
	National	73 (72)	74 (74)	82 (82)

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

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
319	13	0
0	0	0
0	0	0
5	0	0
0	0	0
2	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
1	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)	16
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	237

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1

Financial information

Financial year	2001/2002
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	£
Total income	797,241
Total expenditure	785,091
Expenditure per pupil	1,780
Balance brought forward from previous year	50,897
Balance carried forward to next year	63,047

Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	401
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	4	1	0
My child is making good progress in school.	55	41	4	0	0
Behaviour in the school is good.	33	51	8	5	3
My child gets the right amount of work to do at home.	45	44	9	2	0
The teaching is good.	51	43	3	0	3
I am kept well informed about how my child is getting on.	42	40	17	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	29	11	4	0
The school expects my child to work hard and achieve his or her best.	60	37	2	0	1
The school works closely with parents.	45	34	19	1	1
The school is well led and managed.	37	44	9	4	6
The school is helping my child become mature and responsible.	46	41	8	1	4
The school provides an interesting range of activities outside lessons.	28	33	16	7	17

Other issues raised by parents

Parents are pleased with the standards the school achieves. Many say that teachers' expectations are high. Many choose the school because it provides a positive and supportive environment for their children. Some would like the school to involve them more and to better inform them of their children's progress.