

INSPECTION REPORT

ERMINGTON PRIMARY SCHOOL

Ermington, Ivybridge

LEA area: Devon

Unique reference number: 113249

Headteacher: Mrs J. Byrne

Reporting inspector: Mr R. W. Burgess

20950

Dates of inspection: 17th – 18th February 2003

Inspection number: 247335

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	School Road Ermington Ivybridge
Postcode:	PL21 9NH
Telephone number:	01548 830459
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms. K. Rayfield
Date of previous inspection:	23 rd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ermington Primary School is situated to the east of Ivybridge in Devon. Most pupils come from the village and surrounding settlements. The pupils come from a broad spectrum of social backgrounds and on entry there is a wide range of levels of attainment for children of their age, which is generally above average. The school admits children in the September and January before their fifth birthday. The majority of children attend pre school provision within the local area. There are 144 children in the school. English is the first language of all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, less than one per cent of pupils are in receipt of free school meals, which is below the national average. There are 63 girls and 81 boys, aged from 5 to 11 years. The school has recognised six pupils as having special educational needs, which is well below the national average, none of whom has a Statement of Special Educational Need. There are four pupils from the traveller community. The headteacher commenced her duties at the school in January 2003.

HOW GOOD THE SCHOOL IS

This is an effective and successful school that gives good value for money. It has many very good features. The school benefits from very good standards of teaching and learning. There is clear educational direction. The school continues to provide a caring environment for its pupils, which significantly enhances the quality of life in the school. A strong emphasis is placed on continuous improvement to ensure the school's aims are met. Pupils achieve high standards and test results which are above national averages for the majority of pupils are clear evidence of the very good progress in pupils' learning throughout the school.

What the school does well

- Standards are good and above national expectations for the majority of pupils.
- Teaching and learning are very good.
- Leadership by the headteacher is very good.
- Pupils' attitudes and personal development are excellent.
- Provision for pupils' moral and social development is very good.
- The school has a strong partnership with parents.

What could be improved

- Curriculum planning over the longer term to support the very good individual lesson plans.
- Monitoring, evaluation and assessment of the school's work.
- Planning and provision for professional development of staff.
- Formal procedures for pupils' welfare and health and safety to support the good day to day care of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school, which was judged to be providing a good education at the last inspection in February 1998, has continued to make a good improvement. The key issues regarding accommodation have been effectively addressed and there are good plans for further improvements in the near future. This has been achieved through the hard work, commitment and dedication of the staff, governors and parents. There is a shared will to build on the school's strengths and to progress further through a programme of review and development. The headteacher, staff, governing body and parents and community have a strong and effective partnership which contributed to the effective improvement of accommodation. The very good standards of teaching observed during the inspection are

similar to those reported at the time of the last inspection. The school's targets have clearly been achieved. The school is well placed to continue to develop in the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A*	A*	A*
mathematics	A*	A*	A*	A*
science	A*	A*	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

The school's performance is in the highest five per cent nationally. The number and gender in each year group varies considerably, also the number of pupils with special educational needs. This has a significant impact when comparing performance both nationally and with similar schools. The performance in recent years reflect the school's commitment to high standards with all pupils, with the exception of a small number with learning difficulties, attaining the levels expected nationally for pupils in Years 2 and 6 with a significant majority of pupils attaining above these levels. This is a positive indication of the school's success in ensuring all pupils achieve well.

Levels of attainment upon admission to the school are above average. By the end of the Reception year almost all pupils are likely to exceed the expected standards in all the areas of learning. During the inspection standards for the majority of pupils were good and above national expectations for pupils in Years 2 and 6 in English, mathematics and science. In information and communication technology (ICT) standards are at least in line with and often above national expectations for pupils in Years 2 and 6. Standards in religious education are good and exceed the requirements of the locally agreed syllabus. In the lessons observed progress was very good throughout the curriculum for the majority of pupils, including those talented pupils and those with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have an excellent attitude to their work. Pupils of all ages are responsive, eager to learn and participate enthusiastically in their lessons. They are interested in their work and ask questions to extend their learning.
Behaviour, in and out of classrooms	Behaviour is of a consistently high standard throughout the school. Pupils are polite and respectful to adults and one another. There have been no recent exclusions.
Personal development and relationships	Excellent. Relationships are excellent. Pupils' personal development is enhanced by the school's very good moral and social provision and the

	school's links with the community locally and further afield.
Attendance	Attendance is very good. The majority of pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very 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 quality of teaching and learning is very good. Particular strengths lie in the very good lesson planning for each lesson and the use of support assistants to ensure high quality provision for the range of ages and attainment in each class. Teachers show good knowledge and expertise, especially in the teaching of basic skills of literacy and numeracy where individual targets are set for each pupil. There are high expectations of what the pupils can achieve as a consequence pupils make very good progress in their learning. Pupils' skills are developed through well-structured tasks that build on earlier learning. This ensures that very good learning takes place within lessons. Lessons are imaginative and tasks are carefully prepared. Teachers are alert to the particular needs of gifted pupils, pupils with special educational needs and pupils from the Traveller Community. These pupils are quickly identified and receive good support.

The teaching meets the needs of all the pupils, including talented pupils and those with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and provides a stimulating and varied learning experience. There is a good range of activities outside of lessons. There is insufficient detail in longer term planning to support the teachers' very good individual lesson plans and ensure the planned development of skills and knowledge.
Provision for pupils with special educational needs	The school makes good provision for special educational needs. Records of progress are clear and are used well for individual education plans. Support staff provide very good support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good for pupils' moral and social development and good for their spiritual and cultural development. Pupils are very aware of their moral and social responsibilities. They have good opportunities to develop their awareness of their own culture and of others. The school has adopted an appropriate policy and practice with regard to countering potential racism.
How well the school cares for its pupils	The school provides a good, caring environment in which pupils feel safe and secure. The formal procedures and documentation to support this level of care do not fully meet requirements as no member of staff has yet received the appropriate training in child protection and written records of health and safety are unsatisfactory. There is insufficient use of assessment to identify what pupils should do to improve and set targets for future work. Pupils from the Traveller Community are very well integrated into all aspects of school life.
How well does the school work in partnership with Parents	The school has a strong partnership with parents and the community. The annual written reports do not give sufficient information on pupil's attainment throughout the curriculum. There is sensitivity and good support for pupils and their parents, which has a strong impact on improving standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and is well supported by all staff. The school has a positive ethos which promotes high standards of teaching and learning. Responsibilities are delegated and staff work closely to continually refine and improve the quality of education. Opportunities for staff to monitor and evaluate their areas of responsibility across the school have been insufficient.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. They have a good understanding of the school and give good support. They have not been sufficiently involved in monitoring and evaluating the work of the school.
The school's evaluation of its performance	The school has a clear view of its work and what succeeds. The school makes a careful analysis of results in order to plan for developments to further raise standards. The school recognises the need to develop a structured approach to monitoring and evaluating the work of the school involving both staff and governors.
The strategic use of resources	Very good use is made of the resources available to the school. Improvements to the accommodation have taken place due in part to the very good partnership between the school and community. The school ensures resources are effectively used through the school's financial planning to ensure developments have a positive impact on pupils' attainments and the quality of education that the school provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • They are well informed about their child's progress. • It is easy to approach the school with concerns or problems. • Their children achieve good standards of work. • The school is well led and works closely with parents. • Their children's personal development. 	<ul style="list-style-type: none"> • Activities outside of lessons

The responses to the questionnaire sent to parents and at the meeting with inspectors prior to the inspection indicate a very high level of satisfaction with the education provided and the standards achieved by the school. Inspectors' judgements support the very positive views expressed by the majority of parents. Despite parents' concerns there is a good range of activities outside of lessons which includes sporting and non sporting activities, visits to places of interest and visitors to the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are good and above national expectations for the majority of pupils.

1. The pupils have reached results above the national average in the national tests at the end of Year 6 which show improvement by pupils over their attainment in tests at the end of Year 2. In 2002 the results in English, mathematics and science were very high and in the top five per cent of schools nationally. The teacher assessments at the same time confirm this picture of high attainment. Although cohorts vary from year to year, the consistently high test results achieved at the end of Year 6, when compared with early assessments when children start school and National Curriculum assessments at the end of Year 2, are clear evidence of very good progress in pupils' learning throughout the school and are the result of very good teaching.

2. Pupils achievements over a longer period shows that this pattern of high attainment is similarly reflected when considering the results over the past four years. This is a clear indication of the good progress pupils have made in their learning throughout the school.

3. By the end of Year 6 the majority of pupils are achieving at a higher level than is expected for most pupils nationally. Pupil's work in lessons and their books is consistently good across the school.

4. The youngest children quickly develop an interest in learning. They show delight in number. Pupils are enthusiastic about reading work and anticipate what might happen next in a story. At Years 1 and 2, pupils read with expression, accurately and fluently. They develop a good range of strategies to help them tackle unknown words. Regular practice of the basic skills of reading helps all pupils to make good progress. By Years 3 to 6, pupils have developed their language skills sufficiently to engage in complex discussions about difficult issues such as protecting the environment and recycling waste.

5. Pupils make very good progress in writing. Pupils develop a good understanding of different writing styles. There are good links with other curriculum areas, for example, when writing a letter outlining their concerns for the environment linked to their work in personal and social education. They have good opportunities to write for a range of purposes and audiences. For example, they make notes linked to their topic work and draw up lists of equipment and materials for their work in science, developing their note-taking skills well. Pupils' work demonstrates effective use of interesting vocabulary. They show good understanding of the structure of stories and write for a range of different purposes, for example, Year 6 pupils use their skills well in their book reviews.

6. Pupils are provided with a good range of mathematical activities. By the end of Year 2, pupils have developed a good understanding of place value. At Years 3 to 6 they continue to make good progress building on the good foundation in Years 1 and 2. They are able to apply their mathematical skills well when solving a range of problems and during mathematical investigations. In Year 6, pupils engage in tasks that draw on a wide range of mathematical skills and knowledge. In addition to further developing their numeracy skills, pupils apply their learning to their work in data handling making effective links with their work in ICT. Work is well presented and shows that pupils have a good understanding of these mathematical concepts, for example, in a Year 6 lesson when pupils devised a very good strategy for calculating VAT at 17.5% during their work on equivalent fractions. Pupils show secure mental agility and a good understanding of mathematical terms. The teaching

provides a breadth of experiences for pupils, which reinforces and extends their understanding and confidence.

7. In science, pupils have a good understanding of practical and experimental work. The pupils in Years 1 and 2, for example, develop their understanding of weather and displayed a good understanding of the importance of choosing appropriate clothing demonstrating a knowledge of the different properties of a range of materials used in different articles of clothing. Pupils recognise ways of recording an experiment, such as stating what is to be found out, what will be needed, how to make a fair test and the conclusion. By the end of Year 6, pupils predict and evaluate their results with increasing accuracy. They have a very good understanding of the importance of attention to health and safety when conducting their investigations.

8. Learning in English and mathematics is used well in other subjects of the curriculum. Pupils are encouraged to engage in discussions and debates about their work. Teachers require them to explain their thinking. In science, pupils work effectively in groups and then present their results to the class in an effective whole class session at the end of the lesson. Pupils benefit from the flexible arrangement for grouping Years 3 to 6 classes into different teaching groups each morning in their English and mathematics work. This enhances their learning and has a good impact on their progress. The high standards in English and mathematics make significant contributions to the standards attained in other subjects of the curriculum.

9. Some good links are made between subjects. For example, pupils' knowledge of different cultures from the Asian sub continent are developed during work in English, art and design, geography, music and religious education. Planning of the provision for children in the Reception classes is based on the recommended areas of learning. The use of ICT is currently being developed across the curriculum.

Teaching and learning is very good.

10. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided. The quality of teaching is very good and is better than at the time of the last inspection.

11. There is detailed planning for individual lessons based on the curriculum for the Reception children and the National Curriculum. Staff have excellent relationships with the children and are calm in their approach. They are well organised, they encourage independence and initiative. Teachers' planning shows clear and appropriate learning objectives, which are carefully matched to the different ages and prior levels of attainment. Lessons proceed at a very good pace, improving learning and a range of teaching strategies is used to very good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 3 class enthusiastically responded to a session to develop their understanding of the story of Rama and Sita. This followed on from their good preparation and planning developing links with work in religious education and pupil's cultural development.

12. Care is taken to ensure that pupils with learning difficulties and pupils from the Traveller Community are well supported and talented pupils are suitably challenged ensuring learning is very good. All pupils are very well supported in the classroom as individuals or in groups. Special support assistants work very effectively under the direction of the class teachers. Teachers and support assistants mark pupil's work which helps to ensure targets are very well met.

13. Teachers enjoy their work. Their interest and enthusiasm is evident in their lessons. Work is planned to capture pupils' interest and sustain their involvement. Through carefully chosen activities, well-paced lessons, very good use of questions and considered groupings of pupils, teachers use their skills to promote the high standards and good progress seen in the school. Where support staff are involved in lessons, they are thoroughly briefed about the activities that they are engaged in. They are clear about the outcome of the lesson and know what to expect of the pupils that they are working with. In Year 6, pupils' progress is closely monitored, using very effective self-assessment procedures at the end of a lesson enabling the teacher to gain very good information as to how well pupils have been learning during the lesson.

14. The teachers work hard to prepare lessons that are well organised and set in contexts that engage pupils' interests and enjoyment. There are good examples of appropriate and effective teaching which use resources and accommodation well and result in challenging work and the pupils making good progress. For example, effective use is made of the skills of support staff to support pupils' work on data handling in mathematics. There is good subject knowledge and enthusiasm which is used well in planning and to make activities in lessons interesting and appealing. Expectations are high and there is good use of resources, for example, in art and design work by pupils in Year 6 when they create landscapes using weaving techniques. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high.

15. Teaching is very effective in all areas of the curriculum. Teachers give clear instructions and explanations and pupils know what is expected of them. Teachers provide useful comments to pupils about their achievements and how they might improve further. Relationships between pupils and teachers make a significant contribution to pupils' standards of attainment and the very good learning and the quality of education provided.

Leadership by the headteacher is very good.

16. The headteacher and staff make a good contribution to the quality of education in the school and the standards pupils achieve. Very good teamwork and communications are a strength of the school and promote good standards and progress.

17. The leadership and educational direction provided by the headteacher appointed in January 2003 are very good. This is better than at the time of the last inspection. In the short time she has been in post she has gained the confidence of the school community. She has a clear sense of the strengths of the school and areas which could be developed. She gives a clear educational direction and has identified a range of appropriate strategies to manage change. She delegates effectively to her colleagues. She has carried out her role very well and has provided an important link in the communication chain by ensuring staff, governors and parents understand the implications of changes. The headteacher receives good support from her colleagues, governors and parents. Communication between staff and parents is very good and the headteacher provides very good information about the activities of the school.

18. Staff support each other well, relationships and communication between teachers are excellent. There are sufficient opportunities to share information and this has a beneficial effect on the teaching of literacy and numeracy. Policies are in place for all subjects and time allocations for each curriculum area are appropriate. The school's strategy for developing literacy and numeracy skills is very good and is making a significant contribution to raising standards in English and mathematics.

Pupils' attitudes and personal development are excellent.

19. The excellent attitudes and very good behaviour of the pupils are strengths of the school and make a significant contribution to their rate of learning and the quality of school life. Since the last inspection, the school has continued to maintain its high standards. It is very successful in developing positive attitudes and relationships between pupils and staff and it promotes confidence and self-esteem in each child. Parents say that the school is like 'a big family' where pupils and staff have strong and respectful relationships. They show full support for the attitudes and values taught by the school.

20. Pupils' attitudes make a very positive contribution to their learning. They are very interested in their work, listen carefully to instructions from the teacher and also to responses from other pupils. For example, Year 5 pupils showed great interest in developing their note-taking skills when reading for information and responded very well to questions from the teacher. Pupils apply themselves to activities for extended periods of time. They show effort and enthusiasm for their work and are satisfied when they achieve well. They are well organised and handle books and other equipment responsibly and with care. Pupils respond very well to the use of praise and encouragement by teachers. They appreciate the encouraging comments that teachers make in their books and try hard to improve themselves. They are positive about the work they do and are very willing to discuss it with others, their teachers and with visitors to the school.

21. The behaviour of pupils is very good and contributes to the very good learning. All staff consistently promote and expect high standards of behaviour and pupils respond very positively to this. They are sensible, well behaved and act confidently and with responsibility. They have a clear sense of right and wrong. As pupils get older they demonstrate maturity and have respectful and positive relationships with staff which sets a good example to other pupils in the school.

22. Relationships in the school are excellent making an effective contribution to pupils' very good learning. Pupils work well together in lessons. They willingly work in groups or pairs, sharing books and other resources without difficulty. Pupils discuss their work with one another and help each other to improve their work. Pupils are encouraged to value and respect others. They are courteous and welcoming to visitors and enjoy talking about their school. The staff provide very good role models in their relationships with each other and the pupils.

23. The school environment and atmosphere created gives pupils many opportunities to take responsibility and this has a positive impact on pupils' very good learning and their personal development. They readily take on responsibilities such as looking after younger pupils at lunchtime, organising the classroom for assembly and tidying resources around the school. Pupils show respect and understanding for the needs of other people in the school and in the community through their participation in charity events. They recognise the importance of the school in the life of the village and willingly take part in events to benefit the local community.

Provision for pupils' moral and social development is very good.

24. The pupils' moral and social development underpins the school's life. When children begin school in the Reception class, they learn to trust, play and work together well. This lays a successful foundation for the good level of behaviour and good attitudes found in the school and contributes effectively to pupils' learning.

25. The school's provision for the moral development of the pupils is very good. The very good behaviour in class and around the school indicates that pupils have a well developed sense of right and wrong. This is strongly reinforced in assemblies and in lessons, by class teachers, who in their excellent relationships, provide influential role models for the pupils. The behaviour policy is implemented in positive ways so that pupils are encouraged to behave well, rather than discouraged from behaving badly. This helps to ensure no time is wasted, making a positive contribution to learning.

26. In their work on personal, social and health education, the pupils are encouraged to discuss personal codes of behaviour for their own lives. The excellent relationships between staff and pupils create a climate in which pupils learn more effectively and behave naturally in harmony with one another. The methods of encouraging positive relationships and hence good behaviour are practised by all the adults involved in the school. They support the very good work of the School Council through which pupils can raise concerns and make suggestions for improvements to school life. Topics in geography and history also provide pupils with opportunities to think about and discuss moral issues from the past, or current concerns about the environment. The parents value the school's high moral standards.

27. The very good provision for the pupils' social development is related to the provision for moral development and is grounded in the excellent relationships promoted and experienced in the school. The school is a significant focus for the local community. It encourages the pupils to feel part of that community. Pupils learn to work together well in groups when they share equipment and help one another develop ideas. Pupils accept responsibility in classrooms for distributing and tidying away some resources. They are polite and well mannered.

The school has a strong partnership with parents.

28. The questionnaire and other evidence indicates that parents feel that the school is welcoming, approachable and works in partnership with them. The headteacher is readily available for talks with parents and staff actively encourage parental involvement in their children's learning. A number of parents help with the various activities within the classroom, such as helping with practical activities and listening to pupils read. This contributes to the very good progress they make in their reading skills

29. The support of the parents is valued by the school. Parents hear their children read at home as part of the home-school arrangements and this makes a good contribution to the high standards achieved in this area. Parents expressed their appreciation of sessions arranged for them to learn about curricular developments, such as the literacy and numeracy work. This information has enabled parents to help their children with work at home in support of the work undertaken in school

30. The school has a strong identity in the local community and is well supported by local people and families. It fully involves itself in the life of the village. The school also makes good use of visitors to add their experience and expertise to topics in the curriculum. Visitors from the emergency services, local clergy, musicians and local people have all contributed to work throughout the school.

31. Parents are in strong agreement that the school is well led and managed and that the school has high expectations for their children. These are important features of the school and inform the immense goodwill shown to the school and its staff. The effective links that the school has developed with its parents enhance the pupils' learning and the quality of education provided.

WHAT COULD BE IMPROVED?

Curriculum planning over the longer term to support the very good individual lesson plans.

32. The school recognises the need to continue to develop its planning of the curriculum to provide better support and guidance for the teachers' very good individual lesson plans. The lack of detailed guidance for the curriculum within the school over the medium and longer term in each area of the curriculum currently places an unnecessary burden on the teachers in their lesson planning and preparation.

33. Teachers' daily planning clearly identifies what is to be learnt in each class and identifies the needs of different groups of pupils within each class. The recently appointed headteacher has rightly identified the need to develop schemes of work, which are based on national guidance materials with termly planning to reflect the work to be undertaken in each class. Planning is currently over reliant on the skills and expertise of the class teacher to meet the needs of the children.

Monitoring and evaluation of the school's work, assessment procedures and the use of information to set individual targets for improvement.

34. There are satisfactory procedures for assessing and monitoring pupils' attainment and progress but, as yet, a formal approach, which uses the good information gained, is not fully in place to help staff monitor standards and adjust planning accordingly for future learning.

35. A variety of tests and assessments provide the information needed for class teachers to maintain comprehensive records of pupils' attainment in English and mathematics. In the other subjects of the curriculum this practice is not currently in place. Pupils' progress and areas of concern are identified and individual targets, of a general nature are set. These are shared on a termly basis with pupils and with parents. The production of whole school systems for tracking pupils' progress are at an early stage.

36. Information about pupils' work and progress is conveyed in satisfactory annual written reports. The content of these is brief and does not provide sufficient information for parents to gain a good understanding of their child's achievements and areas for improvement. The annual reports to parents regarding pupils' progress and attainment do not cover all subjects of the curriculum in sufficient detail. They clearly identify what pupils are able to do and how well pupils achieve in English and mathematics but do not always set clear targets for future improvement.

37. The school recognises that the effectiveness of the monitoring and evaluation of subjects is unsatisfactory. There are few structured procedures for the formal monitoring of the work of the school.

38. There is no effective system for co-ordinators to monitor the teaching and provision for their areas of responsibility. Staff and governors have not had the benefit of training in the skills of monitoring and evaluation of the school's performance. This has been recognised by the recently appointed headteacher and she is currently developing plans for this to take place. There has been limited monitoring and evaluation of classroom work by the governing body through routine visits. The school has rightly identified the need to track the value added to pupils' attainment using data from the national tests.

39. The informal critical reflection by the headteacher and staff on the work of the school in both teaching and learning has been a key factor in the continued improvement in standards and the quality of provision.

Planning and provision for professional development of staff.

40. Procedures for staff development are not clearly linked to the school improvement plan. Staff needs are being identified and the headteacher rightly recognises the need to ensure suitable provision is made for their professional development.

41. Staff have appropriate job descriptions which clearly define their roles. Staff are becoming increasingly involved in the management of the curriculum but have had insufficient opportunity to develop their roles in monitoring and evaluating their areas of responsibility.

42. Governors rightly recognise the need for appropriate training to enable them to effectively monitor and analyse the school's performance in order that they can effectively fulfil their role in the on-going development of provision, establish appropriate targets for the future and evaluate the outcome of initiatives which are introduced.

Formal procedures for pupils' welfare and health and safety to support the good day to day care of pupils.

43. The school's day to day care for the health, safety and well being of pupils is good, but many of the formal requirements of schools are not being fully met.

44. A well qualified governor has recently conducted a health and safety audit of the premises and has identified a number of areas for urgent action to ensure formal requirements are met. There is no written record of risk assessments having been carried out previously or of regular fire drills being held, logged and monitored. The school has approached the relevant authorities for assistance in ensuring their responsibilities are fulfilled effectively.

45. The recently appointed headteacher is the school's child protection officer but has yet to have the opportunity to undertake the appropriate training. Whilst all staff fulfil their responsibilities conscientiously there is no formal documentation to guide them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- (1) Improve curriculum planning to support and better inform the teachers' very good planning of individual lessons by:
 - Providing a clear structure and progression in all subjects of the curriculum over the longer term;
 - Identifying skills to be acquired and opportunities for their development and application across the curriculum.(Paragraph: 32)

- (2) Improve the monitoring, evaluation and assessment of the school's performance by:
 - Providing appropriate training in the skills of monitoring and evaluation for both staff and governors;
 - Developing a clear structured and focussed approach for monitoring and evaluation;
 - Providing appropriate opportunities for co-ordinators to monitor and evaluate their areas of responsibility across the school;
 - Identifying existing best practice;
 - Developing procedures to monitor and evaluate pupils acquisition of skills and knowledge;
 - Identifying individual targets to inform pupils how they can improve their work.(Paragraphs: 34-38)

- (3) Improve provision for professional development by providing training to enable staff to fulfil their areas of responsibility effectively and ensure the requirements of the school improvement plan are met.
(Paragraphs: 40, 41)

- (4) Improve formal provision for pupil's welfare to fully reflect the good standard of care which the school provides by:
 - Ensuring the required documentation is in place;
 - Ensuring the school fully meets requirements regarding health and safety.(Paragraphs: 43-45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	8	0	0	0	0
Percentage	9	58	33	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 almost four percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	144
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	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	7
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	96 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not published.

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	12	6	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	94 (100)	100 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	94 (100)	100 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not published.

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	115	0	0
White – Irish	0	0	0
White – any other White background	1	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)	6.5
Number of pupils per qualified teacher	20.5
Average class size	20.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	42

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	262 066
Total expenditure	252 108
Expenditure per pupil	1 775
Balance brought forward from previous year	
Balance carried forward to next year	3 715

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	1.5
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	144
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	0	3	1
My child is making good progress in school.	54	43	0	0	3
Behaviour in the school is good.	43	56	0	0	1
My child gets the right amount of work to do at home.	42	47	8	0	3
The teaching is good.	69	28	0	0	3
I am kept well informed about how my child is getting on.	44	46	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	78	21	0	0	1
The school works closely with parents.	56	39	4	0	1
The school is well led and managed.	63	33	0	0	4
The school is helping my child become mature and responsible.	61	36	1	0	1
The school provides an interesting range of activities outside lessons.	47	40	10	1	1