

## INSPECTION REPORT

**BISHOP IAN RAMSEY C of E PRIMARY SCHOOL**

Medomsley, Consett

LEA area: Durham

Unique reference number: 114254

Headteacher: Mr Colin Sillett

Reporting inspector: Mr Tony Painter  
21512

Dates of inspection: 9 – 10 December 2002

Inspection number: 247439

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

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Manor Road  
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Consett  
County Durham

Postcode: DH8 6QN

Telephone number: 01207-560235

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Appropriate authority: Governing body

Name of chair of governors: Reverend Clive Todd

Date of previous inspection: 8 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This voluntary aided primary school for pupils between 4 and 11 years is smaller than other primary schools. In recent years, the number of pupils leaving and joining, other than at normal times, has been high. With 132 pupils on roll, the school is now larger than at the time of the last inspection. Pupils come from the mixed area around the school, most from the village and some from further away. Almost all pupils are white but a very small number have mixed ethnic backgrounds. No pupils come from families where English is an additional language. The proportion of pupils in receipt of free school meals, at 24.2 per cent, is above average. The attainment of children joining the school is around that expected of children of their age although there is a wide spread of achievement. Twenty-six pupils have identified special educational needs, one having a Statement of Special Educational Need. These figures are broadly average.

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

This is a good school where effective management has steered improvements since the last inspection. It gives pupils a wide range of interesting activities and this ensures a very good atmosphere for learning that captures pupils' attention. Good teaching throughout the school ensures that all pupils progress well and reach overall standards that are above average. The school gives good value for money.

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

- Good teaching helps pupils to progress well and achieve above average standards.
- A wide range of activities in all subjects engages pupils' interests and makes them want to learn.
- Very good relationships create an effective atmosphere for learning that promotes pupils' personal development well.
- Parents have good information and many opportunities to be involved in their children's learning.

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

- There is insufficient systematic monitoring of teaching to share good practice.
- Teachers could make more use of information about how well pupils are doing to promote the progress of individuals and groups.

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

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

The school was last inspected in June 1997 when weaknesses were identified, particularly in the management of the curriculum, accommodation and resources. The school has made good progress since that time and has successfully redressed all the identified weaknesses. The management of substantial building changes, including a fire and attendant rebuilding, has been good. Teachers have worked together successfully to introduce much improved planning with clear plans for all subjects and common planning formats. There is improved provision for higher-attaining pupils through well thought out grouping of pupils in the junior classes in English and mathematics. As a result of these changes, pupils' standards of attainment have been rising.

## 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	D	A	D	B
Mathematics	B	A	C	B
Science	C	A	C	B

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

There has been considerable variation from year to year in the attainment of pupils in the school. Children join the reception class with a wide range of attainment although overall it is in line with that expected for their age. Most have attended the school's associated pre-school unit and they confidently begin in the reception class. Good teaching ensures that they make a good start to their education, particularly in their personal, social and emotional development. Most pupils beginning the National Curriculum in Year 1 reach the expected standards in their development. Throughout the school, good teaching ensures that pupils make effective progress and their standards of attainment improve. However, there are still variations in pupils' attainment by the age of seven from year to year, reflected in the National Curriculum assessments. Overall standards at this age are generally average.

Pupils' attainment is above average by the time they leave the school, reflected in the National Curriculum test results in many years, notably in 2001. These results have been consistently higher than those of similar schools. However, the 2002 results in all subjects were not as high. This is because this group of pupils included a high proportion of pupils with special educational needs. In particular, a number joined the school close to the time of the assessments. However, the school's records show that most pupils made better than expected progress and the school exceeded its targets. The trend of recent results has been rising at a similar rate to national results. The school is setting increasingly challenging but achievable targets through better use of records of pupils' earlier achievements. These suggest that standards in the school will continue to rise. Lower attaining pupils and those with special educational needs are effectively supported. The strong relationships within the school ensure that it recognises and successfully meets pupils' individual needs.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are keen and enthusiastic in lessons.
Behaviour, in and out of classrooms	Behaviour is very good in all parts of the school. There is no evidence of oppressive behaviour and there have been no exclusions.
Personal development and relationships	Pupils work and play together harmoniously and relationships are very good. Pupils willingly take on responsibilities and carry them out well.
Attendance	Attendance is good.

Very good relationships form the foundation of the strong positive atmosphere that supports pupils' personal development very well. This helps pupils to develop good positive attitudes and encourages high levels of maturity. This very positive approach to pupil's social and moral development helps pupils to learn well.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 overall quality of teaching and learning throughout the school is good. It meets the needs of all pupils although teachers could sometimes make greater use of their knowledge of pupils' past learning to set tasks more sharply. Pupils with special educational needs are given appropriate tasks that help them to make good progress towards targets in their individual education plans. Teaching of English and mathematics is good and teachers take good opportunities to develop pupils' literacy and numeracy skills in other subjects. In the junior classes, grouping of pupils for English and mathematics successfully focuses work at the right level for pupils of different abilities. Teaching in the reception class focuses carefully on the needs of young children. Good use is made of adult support to allow children to work in small groups.

Throughout the school, planning is good and teachers make good use of the school's planning documents and national guidance. Teachers use their very good relationships to create a friendly and supportive atmosphere in classes that makes pupils confident and very keen to learn. This generates enthusiasm and promotes learning well. Very good resources focus pupils' attention and promote good pace in many lessons. Teachers teach specialist vocabulary well in their careful explanations and insist that pupils use it correctly in answers. They ask incisive and challenging questions that make pupils think carefully to develop their learning and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers plan a very good range of activities and experiences for pupils and this meets the needs and interests of pupils well.
Provision for pupils with special educational needs	Effective support for pupils with special educational needs ensures that they learn successfully and make good progress. Teachers identify and appropriately meet the needs of individual pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision helps pupils to become mature and responsible and has a positive effect on pupils' learning. Pupils have many good opportunities to develop their moral and social awareness and understanding. Teachers give them very good opportunities to take increasing responsibilities through the school.
How well the school cares for its pupils	The school looks after pupils well in a safe and happy environment. There are very good systems for child protection. However, the school has only just introduced a formal system for identifying risks.

A wide range of visits and visitors enriches the curriculum and the school makes very effective use of the local environment to promote pupils' learning. The school has increasingly effective systems for monitoring pupils' progress and teachers use this well to set targets. However, they could sometimes make greater use of what they know about pupils' attainment to set tasks to promote even better learning. There are very positive relationships with parents and the school gives them good information and opportunities to support their children's learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good management helps the school to maintain its strengths and improve. Good teamwork ensures the school provides a good atmosphere for learning.
How well the governors fulfil their responsibilities	Governors are soundly involved in identifying the school's strengths and weaknesses, determining developments and fulfilling statutory responsibilities.
The school's evaluation of its performance	Satisfactory. Improved analysis of results is giving greater information on how well the school is doing and this is used to steer developments and set targets. There is some monitoring of teaching but the school does not have a systematic process to share good practice further.
The strategic use of resources	The school uses all its resources well. Good systems for allocating budgets and monitoring spending are in place.

Staffing, accommodation and resources are good. The school uses the local environment, including the adjacent woodland, very effectively to extend pupils' experiences. The school makes good efforts to ensure that it obtains best value in all uses of resources. Funding for recent building developments has left the school with a larger than expected surplus but there are good plans for its use.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirteen parents attended a meeting before the inspection and 44 (33 per cent) replied to a questionnaire sent to all parents. Informal discussions with parents took place during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>Teachers have high expectations of pupils' work and behaviour.</li><li>Good teaching helps pupils to learn quickly and achieve good standards.</li><li>The school is very approachable.</li><li>Pupils are given good opportunities to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>The amount of homework set for pupils.</li><li>The range of extra-curricular activities.</li></ul>

The inspection team agrees with all the positive points raised by parents but does not fully endorse the points for improvement. The school has introduced a clear homework plan and homework is often effectively used to support pupils' learning. The extra-curricular activities are satisfactory and the school is currently making plans to extend the range.

## **PART B: COMMENTARY**

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

#### **Good teaching helps pupils to progress well and achieve above average standards.**

1. The quality of teaching throughout the school is good and, as a result, pupils learn well and make good progress. By the time pupils leave the school, their overall attainment in the National Curriculum tests is above the national average. There have been variations in the school's results in National Curriculum tests at the ages of both 7 and 11 years. These have primarily related to the substantial variations in the relative abilities of the groups of pupils involved. For example, the school's results for 11 year olds in 2001 were well above the national average for all tested subjects. In 2002, however, results were lower because this group had more pupils with special educational needs. In addition, the school's results have been affected by the greater than normal mobility of pupils. A number of pupils, in particular, have joined the school close to the tests, limiting the positive impact that the school could make. However, the most recent results continue the trend of performance that is above that found in similar schools. Throughout the school, teachers make increasing use of targets to indicate what pupils need to do to improve. These improvements are having a positive effect and standards through the school are rising. The school's tracking system indicates that most pupils make greater than predicted gains during their junior years.
2. Teachers in the reception class make good use of the national guidance for teaching children of this age. Children begin school with a very wide range of attainment, although the overall level is average. Very good support is given to children in entering the class and this ensures that they are confident and their personal, social and emotional development is very good. As a result, they settle quickly and learn well. Activities in all the areas of learning are varied and support children's learning well. Very good use is made of adult support to question children to extend their thinking and play. For example, the teacher asked good questions to focus the thinking of children in the role-play area as they acted out the arrival of the Three Kings into Bethlehem. This ensures that children learn across all areas of learning, for instance when a child used his developing number skills, 'There should be three Kings, so we need one more'. By the time children leave the reception class to begin the National Curriculum, most achieve the levels of attainment expected of children of that age.
3. Pupils make good progress in the infant classes because teaching is good. Developing systems to assess and record pupils' progress are successfully helping to target activities and support, particularly in Year 2. As a result, standards of attainment are rising although the most recent National Curriculum test results at age seven were below average. Pupils in the current Year 2 show good progress and have attainment that is average, with some higher attainment.
4. As a response to the last report, the school has made substantial changes to the organisation of teaching of English and mathematics in the junior classes. All pupils from Years 3 to 6 are taught in groups formed on basis of their earlier attainment. This has a positive effect on the teaching of higher attaining pupils. Lessons in this group are challenging and the teacher gives pupils good support to reach higher standards of attainment. For example, a Year 6 boy was given good help to consider and rewrite the action of his story 'The Key'. The resulting text was more detailed and interesting, clearly in line to reach the higher Level 5 by the end of the year. Higher attaining pupils in other year groups have opportunities to work at levels beyond their age. Some Year 3 pupils, for example, develop very good mental arithmetic skills when working alongside Year 4 pupils.
5. However, the school ensures that the needs of all pupils are met and lower attaining pupils are also supported well through the groups for English and mathematics. In all groups, teachers make good use of the school's systems to plan their lessons well. These also make effective use of the national guidance for literacy and numeracy to support and sequence pupils' learning. As a result, good attention is paid to developing pupils' basic skills. Pupils with special educational needs throughout the school are given effective support in their lessons to allow them to make good progress. Teachers plan and organise activities that match their needs and levels of attainment. Pupils' confidence and self-esteem develops well through work that reflects the targets in their individual education plans. Effective classroom assistants are used well to engage pupils' attention and to promote learning through effective questioning. In a Year 2 lesson, for example, good attention to developing pupils' understanding of letters and sounds gave lower-attaining pupils confidence to try

new words. Support staff clearly understand the needs of the identified pupils and the purposes of the activities. This allows them to give sympathetic but well-targeted support to increase pupils' learning.

6. Teachers' very enthusiastic approaches to lessons quickly capture pupils' attention. Their questioning skills are strong and they emphasise developing specialist vocabulary in all subjects. As a result, pupils think hard about their answers and this ensures good learning. The top set mathematics teacher, for example, insisted that pupils used terms such as *vertical* and *horizontal* correctly in their answers about drawing graphs. The reception teacher developed children's quick counting skills well when questioning, 'What number comes between 1 and 3?' Good discussions of how pupils are applying their skills are useful in making pupils aware of how they are learning. In Year 2, the teacher, for example, encouraged pupils to improve their work by identifying, 'she has made her list very interesting by using lots of *adjectives*, and you could do that too'.
7. Teachers make very good use of a wide range of resources to motivate pupils and help them to learn well. For example, useful materials help Year 1 pupils to make collages to show *light* and *dark*. Teachers make good use of individual whiteboards in mathematics lessons to develop quick mental arithmetic skills. Teachers use a wide range of artefacts to illustrate work in lessons and this is particularly apparent in history lessons. Teachers often use homework effectively to increase pupils' learning and build carefully on the pupils' lessons. Top set pupils, for example, have work that consolidates and extends their learning in their mathematics lesson, with clear deadlines for return.
8. Teachers set high standards throughout the school. They help pupils to be clear about what is expected of them. Good organisation of lessons and well-established routines help lessons to proceed with effective pace. Teachers use a good range of approaches, carefully chosen to help pupils to learn. For example, lessons have a good mix of instruction, discussion and activities to learn new skills and apply them. Teachers have good knowledge and understanding of the subjects they are teaching. Very good explanations in a top English set lesson, for example, kept the pace of the lesson going while extending pupils' understanding of punctuation and developing their vocabulary well. Many teachers show good confidence in approaching the use of an interactive whiteboard and the Internet in their teaching. Throughout the school, pupils have good opportunities to use information technology such as computers and tape recorders in their work. Year 6 pupils clearly demonstrated their confidence with computers when they showed a presentation of digital images to illustrate an assembly presentation about their recent residential visit.

**A wide range of activities in all subjects engages pupils' interests and makes them want to learn.**

9. The school has made significant improvements to the curriculum since the last inspection. In particular, the school has introduced an effective strategy to teach English and mathematics in Years 3 to 6 in sets of pupils formed on the basis of their earlier learning. This enables teachers to challenge higher-attaining pupils more effectively, while still supporting lower-attaining pupils well. Teachers have created new schemes of work and agreed planning arrangements to make this system work well. New schemes make good use of national advice, particularly in developing pupils' literacy and numeracy skills. They give good support and guidance to teachers in all subjects. As a result, teachers' planning has improved and is clear and consistent through the school. Well-planned tasks develop pupils' skills carefully and make very good use of the local area with appropriate and relevant visits that extend pupils' understanding. In most lessons, teachers provide a good balance of activities including relevant practical activities that capture pupils' attention and make learning fun. This has a strong positive effect on pupils' attitudes to lessons. This is shown when pupils show real enthusiasm for activities in all subjects. In mathematics lessons, for example, pupils are very keen to give answers and suggestions. They feel confident that teachers and other pupils will listen carefully to what they have to say and will value their contributions.
10. Teachers give pupils a very good range of learning opportunities across all the subjects of the curriculum, particularly in the junior classes. These help pupils to make good connections between aspects of their learning as was very clearly shown in a Years 4 and 5 history lesson. Pupils used their earlier knowledge of Victorian times and the local area to make well-founded suggestions, for example of the lives of people in different houses. Their increasing confidence was based on their growing understanding and the very good opportunities to apply their knowledge. Teachers give pupils good opportunities to develop their literacy skills in other subjects. Pupils use their good reading skills effectively, for example in finding information in history and geography lessons. They have good opportunities to write in a wide range of styles to support their learning. For example, Years 4, 5 and 6 pupils use the conventions of newspaper reports and show increasing confidence with concepts such as alliteration to enliven their writing. Teachers develop pupils' numeracy skills through a range of activities, particularly in aspects of subjects such as design and technology, where pupils recognise the properties of shapes and measure accurately. Year 6 pupils confidently use graphs to display the results of investigations and measurements of a stream taken during their residential visit.
11. Although the school has placed substantial emphasis on the development of pupils' basic skills, there has been a very strong and successful commitment to a wide curriculum. Many visits and visitors to the school successfully enrich the curriculum. In particular, opportunities to visit within the local area and to learn much of the historical development of the area are very positive enhancements of pupils' learning in history. The school has made very good moves to broaden pupils' experiences of the arts, particularly through an *Arts Week* held each term. An extensive range of visiting and resident artists allows pupils to tackle large projects and learn something of the designing and making process. Amongst the projects that are represented around the school are murals formed from pottery tiles and some large stained glass windows in the hall. In addition, pupils have worked with dance and music specialists, often leading to full performances. These links make the work of real artists accessible to pupils and many talk with enthusiasm about modern artists such as Andy Galsworthy and Anthony Gormley. Some visitors give pupils experience of wider cultures, such as African drummers and musicians from South India. An adjacent area of woodland has been given to the school and this is allowing the school to develop greater environmental education opportunities for pupils. There are some interesting activities for pupils out of lessons, including residential visits that include good opportunities to take part in adventurous activities. The wide range of activities has a very positive effect on the personal development of pupils and the standards they achieve.

**Very good relationships create an effective atmosphere for learning that promotes pupils' personal development well.**

12. Teachers effectively use the very good relationships throughout the school to promote pupils' personal development and create good learning environments. Because of these good relationships, teachers rarely have to use time to control classes and this leads to good learning. Pupils respond very well to this and are enthusiastic about their work. This encourages them to

apply themselves effectively and helps them to do well. For example, the teacher in a second set mathematics lesson set an intriguing problem that made pupils concentrate and think very hard. This improved the pupils' confidence in mental arithmetic and promoted good learning. Pupils' very good responses to school and to lessons lead to good behaviour and a strong commitment to learning. Clear strategies for good behaviour, including well-understood rules, rewards and sanctions, are established throughout the school. Teachers give pupils many good opportunities to take responsibilities in many aspects of their lessons. The good range of strategies includes many opportunities for pupils to work together in their lessons, encouraging co-operation and very good social development. The success of these strategies shows in the very good levels of co-operation, even from the youngest children in the school. In the reception class, for example, a number of children are keen to get others to join in and they encourage playing together, sharing and taking turns. Pairs of Year 3 pupils share their growing skills in working with computers when sending e-mail messages. In addition, developments such as the school council and the development of the Eco-school group give further formal and informal responsibilities to many pupils.

13. Assemblies focus on a good range of issues that encourage pupils to develop awareness of the wider world and their place in it. For example, pupils take part in and respond sensitively to Eucharist held in the school. Visits to other places of worship such as a synagogue widen pupils' understanding of faith. Good links are made that develop pupils' spiritual understanding and pupils willingly reflect on aspects of assemblies that touch on their lives. Teachers introduce many elements within their teaching that encourage amazement and wonder and these capture pupils' attention well. Teachers make good use of personal and social education lessons to explore important social and moral themes that have a positive impact on pupils' personal development. Teachers make good use of questioning and place clear attention to getting pupils to consider their own personal responses in discussions. As a result, pupils build good understanding and respect for the beliefs and feelings of others. In Year 4, for example, the teacher's sympathetic questioning helps pupils to consider how stereotypes are formed and how they can be misleading. Pupils' interest and enthusiasm are shown when they make statements such as, 'you shouldn't judge people that you don't know'. A well-chosen range of visits and visitors gives pupils insight into their own and wider cultures and introduces them to a wide range of different forms of artistic work. For example, Years 4 and 5 pupils learn much about Victorian life through their visits around the village.

**Parents have good information and many opportunities to be involved in their children's learning.**

14. Very good systems are in place to allow children to join the school confidently. The school has helped to establish a pre-school group that operates within but independently of the school. However, the links with the group are strong and children get many good opportunities to become acquainted with the school itself. As a result, children quickly learn the well-established routines in the reception class. They make good progress, particularly in their personal, social and emotional development. The information given to parents whose children are beginning the reception class is very good. It contains detailed information on young children's learning and advice on how parents can help.
15. Parents receive good information on how well their children are doing. They have three well-planned opportunities to speak formally to teachers about their children each year. Each interview takes 20 minutes to ensure that parents have sufficient time to discuss any issues that arise. In addition, the school welcomes parents and teachers are always available at the beginning and end of days to talk to parents. Parents expressed confidence that teachers know their children well and the school would contact them quickly if any issues arose regarding their progress. Annual reports meet statutory requirements and sometimes give very good information about how well pupils are getting on. Some, however, are less detailed about what pupils have achieved and what they need to learn next. Teachers here have relied on the extensive discussions with parents to present their knowledge of pupils' progress. This limits the reports' usefulness as a record of pupils' continuing progress.
16. There are many opportunities for parents to be involved with their children's education. For example, many coffee mornings and other events enable parents to visit and see the school working. Parents are encouraged to help in lessons and a number of parents do so, giving effective support to teachers. The school has established new routines for setting homework and these are having a positive effect as they become better established. A number of parents expressed dissatisfaction in the parent questionnaire with the amount of homework set by teachers. However,

the inspection team found that teachers used homework effectively to extend and support pupils' learning. A number of interesting challenges, for example to create a Christmas mobile for the school hall, enable parents to work closely with their children and support their learning. Teachers give regular good information about the learning topics that pupils will cover in the coming term and this too allows parents to support their children. In addition, booklets and workshops have helped parents to understand the school's approach to literacy and numeracy. This information includes good advice on how parents can support learning, for example in reading.

## **WHAT COULD BE IMPROVED**

### **There is insufficient systematic monitoring of teaching to share good practice.**

17. There is no formal structure in school to monitor teaching and therefore some opportunities to share good practice are lost. Since the last inspection, the school has developed the subject co-ordinators' role and they play an important part in identifying strengths and weaknesses. They monitor planning to ensure the effectiveness of the curriculum. However, they have no regular chances to observe teaching in other parts of the school to ensure that similar approaches are taken and that pupils' learning builds effectively upon their previous experiences. Some assessment of pupils' work gives information about standards of attainment and how subjects need to be developed. Joint planning between teachers gives good insights into ways of working and shares some strengths to improve teaching. The headteacher monitors some teaching as a part of the professional development of staff and uses the information gained to support general developments. He knows his staff well and gives good support where necessary, for example for newly qualified teachers. However, the management of the complex building issues has delayed work on monitoring, although the school has identified the need in outline planning. A more systematic approach to monitoring would enable more detailed analysis of teaching strengths to identify how these could be shared.

### **Teachers could make more use of information about how well pupils are doing to promote the progress of individuals and groups.**

18. There are increasingly effective systems for assessing and recording how well pupils are doing. Teachers and subject co-ordinators are using some information to identify aspects of the curriculum and their teaching that are relatively weaker. As a result, they plan developments in their subjects that can lead to greater improvements. In addition, they ensure that junior pupils are correctly placed in the teaching sets for English and mathematics. Pupils have good opportunities to go up into other groups when they make particularly good progress. Teachers track pupils' achievements and often use this information to match the challenge of work that they set for pupils of different abilities. However, they could use and evaluate this information more precisely. For example, teachers set some clear targets to help pupils to recognise what they need to do to improve. These are most effective when they are clearly rooted in pupils' past achievements and are shared with pupils. For example, in Year 2, they help to indicate what pupils have learned in reading and what they need to think about as they work. Pupils often have targets and performance indicators available to them as they work. However, teachers do not always refer sufficiently to these targets during lessons to focus pupils' attention on improving. Teachers plan work for groups of pupils that helps them to make good progress overall. In some lessons, however, teachers do not make enough rigorous use of their knowledge to ensure that tasks challenge pupils of all abilities at appropriate levels to ensure the best learning.

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

19. The school has made good improvements since the last inspection and has a clear programme for continued improvement. To enhance this, the headteacher, staff and governors should now:
  - (1) establish a secure system for monitoring of teaching throughout the school to support developments and share good practice;
  - (2) ensure that teachers use the developing assessment information to set tasks and targets to promote the consistent progress of individual pupils and groups of pupils at different attainment levels.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	7	3	0	0	0
Percentage	0	23	54	23	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 seven 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)	132
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	26

#### 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	15
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	4.6
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	6	15	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	17	18	16
Percentage of pupils at NC level 2 or above	School	81 (89)	86 (89)	76 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	86 (94)	86 (94)	95 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	4	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	77 (87)	77 (80)	92 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	9	10
Percentage of pupils at NC level 4 or above	School	69 (67)	69 (67)	77 (73)
	National	73 (72)	74 (74)	82 (82)

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

Details of boys' and girls' performances have been excluded because the numbers assessed were 10 or fewer.

***Ethnic background of pupils***

***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	129	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	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	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)	7.6
Number of pupils per qualified teacher	17.4
Average class size	22.0

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

Total number of education support staff	3
Total aggregate hours worked per week	68

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	346,581
Total expenditure	349,191
Expenditure per pupil	2,686
Balance brought forward from previous year	33,829
Balance carried forward to next year	31,219

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
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: 33.3 per cent**

Number of questionnaires sent out	132
Number of questionnaires returned	44

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	39	2	5	4
My child is making good progress in school.	48	48	0	2	2
Behaviour in the school is good.	41	52	0	0	7
My child gets the right amount of work to do at home.	36	32	32	0	0
The teaching is good.	68	27	0	2	3
I am kept well informed about how my child is getting on.	41	41	11	2	5
I would feel comfortable about approaching the school with questions or a problem.	66	30	2	2	0
The school expects my child to work hard and achieve his or her best.	73	25	0	2	0
The school works closely with parents.	39	48	11	2	0
The school is well led and managed.	43	43	5	2	7
The school is helping my child become mature and responsible.	55	36	2	2	5
The school provides an interesting range of activities outside lessons.	36	41	11	5	7