

INSPECTION REPORT

DE VERE PRIMARY SCHOOL

Castle Hedingham, Halstead

LEA area: Essex

Unique reference number: 114726

Headteacher: Mr P Scull

Reporting inspector: Helen Ranger
22223

Dates of inspection: 4 – 5 November 2002

Inspection number: 247480

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Kirby Hall Road Castle Hedingham Halstead |
| Postcode: | CO9 3EA |
| Telephone number: | 01787 460237 |
| Fax number: | 01787 462477 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr P Drury |
| Date of previous inspection: | 2 March 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|--------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average-sized community primary school. There are 138 full-time pupils between the ages of four and eleven. Almost all pupils are from white British backgrounds and speak English as their first language. The level of pupils who are entitled to free school meals is low. The school is popular with parents and admits pupils both from the local village and from a wider surrounding area. Quite a high proportion of pupils join the school at times other than the usual admission points. The proportion of pupils identified as having special educational needs is lower than in most schools – currently nine per cent. Three of these pupils have Statements of Special Educational Need. The attainment of the youngest children on admission to the school varies from year to year but is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school. The teaching is good and enables pupils to make good progress. Pupils achieve standards in their work and personal development that are above those seen in most schools. Most aspects of the leadership and management of the school are good. In view of the standards achieved and the quality of education and support given to pupils, the school gives good value for money.

What the school does well

- Standards in English and mathematics are above average.
- Most aspects of teaching and learning are good.
- The school fosters personal development well, so that pupils have very positive attitudes to school, behave well and form very good relationships with others.
- The school is led and managed well by the headteacher, staff and governors.
- There are high levels of care for pupils and effective attention to their day-to-day welfare and safety.
- The school works in a close partnership with parents.

What could be improved

- The consistency with which teachers plan for the full range of ages and attainments in each class.
- How the school communicates its plans for future development.

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 March 1998. It has made satisfactory progress since then. The results achieved by the oldest pupils in National Curriculum tests have risen more rapidly than the national trend. Standards have been maintained in areas, which were identified as strengths by the previous inspection, such as pupils' attitudes and behaviour, the quality of teaching and the management of the school. Most of the issues for improvement from the last inspection have been acted on sufficiently. Pupils now have more opportunities for problem-solving and independent thinking in subjects such as science and mathematics. The planning of the curriculum for children in the Reception class is better. There is improved provision for pupils' spiritual development. The school increasingly monitors how well it is doing and acts on its analyses, but its plans for action are not communicated well through the school development plan; aspects of this issue have not been fully remedied.

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 | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 2000 | 2001 | 2002 | 2002 | |
| English | A | A | B | C | well above average A above average B average C below average D well below average E |
| mathematics | A* | C | A | C | |
| science | C | C | C | D | |

The number of pupils in each year group is quite low and the results in the table above should be treated with caution because of this. The school's performance in the national tests in English and mathematics in Year 2 and Year 6 has been above or well above average in most years. In 2000, it was within the highest five per cent nationally for 11-year-olds in mathematics. However, the 2002 results for Year 2 were much lower than in most years because of the greater than usual proportion of pupils with special educational needs in that group.

This short inspection focused on the key subjects of English and mathematics and is not in a position to judge standards in other subjects. Inspection findings for the pupils currently in Year 2 and Year 6 are that they attain above average standards in English and mathematics. The children in the Reception class also attain higher than expected standards in communication, language and literacy and in their mathematical development. By Year 6, pupils' speaking and reading skills are better overall than their listening and writing skills. Over the past five years, the school's results for Year 6 in English, mathematics and science have risen faster than the national trend. The school exceeded the targets it set in 2002 and has set suitably rigorous targets for the coming year. Pupils generally achieve well in relation to their attainment on admission, including those with special educational needs. At times, however, pupils' progress could be better if lessons were planned to cater more effectively for the full range of ages and capabilities in the mixed-age classes.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils enjoy school and have positive attitudes to learning. |
| Behaviour, in and out of classrooms | Good in the classroom and the playground. |
| Personal development and relationships | Very good. Pupils of all ages get on very well together and grow in maturity as they move through the school. |
| Attendance | Above average. |

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.

English and mathematics are taught well. Teachers give a high priority to teaching the basic skills of literacy and numeracy and this is effective in most respects. Most lessons are interesting and organised carefully. As a result, pupils concentrate well and work hard. In all age groups, teachers and support staff make good relationships with their pupils and this promotes progress. Lessons for the children in Reception successfully combine activities that the adults lead with those where the children have a free choice. In most lessons, teachers cater well for the wide range of ages and attainment in the mixed-age classes. However, weaker lessons are usually characterised by the failure either to challenge the higher attainers or to support the lower attainers sufficiently. At times, the lessons do not build systematically on pupils' knowledge, understanding and skills. Teachers explain tasks clearly and use oral questioning and feedback well to extend pupils' understanding. They often enable pupils to work independently and encourage problem-solving and investigative learning. While support staff usually give valuable help to pupils with special learning needs, the teachers do not use these staff as fully as they could, especially in the introductions to lessons.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory. The required curriculum is taught in all age groups and is supplemented by a sound range of extra activities. |
| Provision for pupils with special educational needs | Good. Pupils' needs are identified and supported well. Pupils have good individual education plans, which are used well by staff and reviewed regularly. |
| Provision for pupils with English as an additional language | There are currently no pupils who need support to learn English but satisfactory arrangements are in place to support pupils if necessary. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Pupils' spiritual, moral and social development is promoted well. Cultural provision is sound. |
| How well the school cares for its pupils | There are very good procedures for ensuring pupils' welfare, health and safety. |

The school teaches the nationally recommended curriculum for children in the Foundation Stage (the Reception class) and all subjects of the National Curriculum in Years 1 to 6. It has established good programmes for personal, social and health education and for citizenship.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher and the staff with additional responsibilities lead and manage the school well. They are respected by pupils and parents. |
| How well the governors fulfil their responsibilities | Good. The governors are well informed and active. They support the school well and ensure that legal requirements are met. |
| The school's evaluation of its performance | Satisfactory. The school increasingly analyses how well it is doing and uses this information to raise standards further. The written development plans communicate current priorities soundly but do not sufficiently reflect the longer-term thinking and planning that takes place. |

| | |
|--------------------------------|---|
| The strategic use of resources | The school's resources are directed soundly to areas of priority and administered well. |
|--------------------------------|---|

Most of the staff are very experienced and the headteacher delegates responsibilities very well. The school is increasingly rigorous in applying the principles of 'best value' in its spending decisions by questioning what it does, comparing its performance with other schools and setting realistic targets for the future. The proportion of the budget that is carried forward from year to year is large. It is acknowledged by this inspection that some of this is earmarked for projects. Governors also wish the incoming headteacher to inherit a healthy financial position but the amount that is reserved each year, as a contingency is very high.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Children enjoy school. • Staff are approachable. • There is a good range of activities outside lessons. • The school is led and managed well. • Children make good progress. • The teaching is good. • Expectations of pupils are high. • Children are helped to become mature and responsible. • Behaviour is good. | <ul style="list-style-type: none"> • Information about their children's progress. • How closely the school works with parents. |

The parents of 27 pupils (20 per cent) responded to the pre-inspection questionnaire and nine parents attended the meeting with inspectors. The inspection team agrees with most of the parents' positive comments but feels that expectations of the most capable pupils could be higher at times. Inspectors consider the quality and levels of information for parents are good and that the school makes considerable efforts to work closely with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are above average

1. In the National Curriculum tests for pupils in Year 2 and Year 6, the school has generally performed well in recent years. The inspection focused on the key areas of literacy and numeracy for the oldest pupils in each key stage. It finds that the pupils currently in these year groups continue to attain above average standards in English and mathematics.
2. In Year 2, results of both the reading and writing tests were very good up to 2001. They fell in 2002 because of a rise in the proportion of pupils who had special learning needs; this year group was not typical of the school as a whole. In 2001 no pupils failed to reach Level 2 in the tests for reading, writing or mathematics and a high proportion reached Level 2A or Level 3. The results were particularly impressive in mathematics where over two thirds of the pupils achieved Level 3.
3. Pupils in the current Year 2 group are attentive listeners and fluent speakers. They take an active and interested part in class discussions - for example, when seen discussing a well-known storybook as part of a literacy lesson or expressing how to make a sensible choice of pet in a lesson in personal and social education. Standards in reading are satisfactory and pupils have the skills and knowledge to attempt unfamiliar words or to read independently for pleasure. Writing standards are good. Many pupils write independently and at a sustained rate for their age. Their spelling and handwriting are good. In mathematics, pupils' facility with numbers and other mathematical skills are developed well for this stage in the year. For example, most deal with two-digit numbers confidently and with understanding, when giving change in money problems. The more able manipulate much larger numbers. Pupils name and describe two- and three-dimensional shapes from memory and measure length accurately.
4. In Year 6, pupils' results in the national tests have been particularly good in English compared with national averages. In 2002, the school performed above the national average in English and well above average in mathematics. While these results were only average compared to schools with similar intakes, the pupils performed very well in relation to their attainment at the age of seven. In 2002, a higher than average proportion of pupils achieved Level 5 in the tests. Over the past five years, the improvement in the school's results in this age group has been more rapid than the national trend.
5. Pupils currently in Year 6 continue to achieve above average standards in English, although their speaking and reading skills are stronger than either their listening or their writing ability. They are enthusiastic and articulate speakers and many have strong opinions and interesting ideas. This is laudable and it is to the school's credit that these strengths are allowed to flourish. However, at times in lessons, in discussions and in assemblies, pupils' enthusiasm for speaking detracts from their ability to listen to their teachers and to classmates. They read well for their age and have very positive attitudes to reading. Many read widely at home and are developing mature choices of author and genre in their fiction reading. A high proportion of the year group is reading above the level expected for their age. Almost all in Year 6 are competent, independent writers. They are imaginative and able to record their ideas efficiently - for example, when seen planning a pirate adventure story following a discussion about the work of Robert Louis Stevenson. In this task, they rapidly invented interesting settings and characters for their work, showing a good diversity of ideas rather than simply copying the author's or the teacher's thoughts. Pupils are well versed in how to structure their work and have the basic skills in spelling and grammar. A significant factor in pupils' attainment is the low proportion of pupils who need additional support to work at the expected level; almost all show high levels of autonomy and independence. However, the work that pupils of this age have completed so far this term, while satisfactory, does not include as much extended writing as their general ability with English suggests they could manage.
6. Standards in mathematics are also above average in Year 6. Here again, very few pupils need additional support to reach expected levels and many perform well. Mental calculation is good;

for example, pupils were seen handling improper fractions and mixed numbers confidently.

Their previous work shows facility with decimals and place value. Pupils manipulate large numbers flexibly and accurately. They have also worked competently this term on probability and data handling.

7. In the school as a whole, pupils' literacy and numeracy skills are developed well and equip them to cope with the demands of the entire curriculum.

Most aspects of teaching and learning are good

8. Pupils are taught well and respond well to their lessons. The teachers and support staff offer pupils a caring and stimulating environment for learning.
9. The youngest children settle rapidly into the Reception class where the teacher knows them well as individuals and caters for the wide range of attainment and maturity in her class. In a mathematics lesson with this group, the children were managed well. There was a good balance between the activities that the teacher wished them to cover and their own choice of activities. As a result, the children made good progress in their knowledge and understanding of shapes. They used correct names and appropriate vocabulary to describe the basic properties of a wide range of shapes. The organisation of the Reception class encourages children's confidence. The teacher has established productive relationships with parents; these are exemplified by the very good newsletters she issues monthly to keep parents informed about the curriculum. The newsletters indicate how parents can create a good partnership from the earliest stages with the school to further their children's learning.
10. In Years 1 to 6, pupils continue to receive a good quality of education. Teachers plan an interesting range of activities to meet the requirements of the National Curriculum. The most effective features of teaching seen during the inspection were:
 - the establishment of very good relationships between pupils and with adults;
 - in the best lessons, and especially in the Y2/3 class, careful planning to ensure that lessons cater for the needs of the full range of ages and attainments in the mixed-age classes;
 - the challenge and extension for the most capable pupils in several lessons;
 - lessons that build systematically on pupils' knowledge, understanding and skills, as established by careful assessment of individuals;
 - clear explanations by teachers that enable pupils to understand what they need to do;
 - the teachers' secure subject knowledge and enthusiasm;
 - good levels of practical and investigative work and opportunities for pupils to work independently;
 - the effective management of pupils' behaviour.

These features were present in most of the lessons seen and promoted the pupils' progress effectively.

The school fosters personal development well, so that pupils have very positive attitudes to school, behave well and form very good relationships with others

11. The pupils have very positive attitudes to school. Every parent who responded to the pre-inspection questionnaire stated that their children enjoyed school. This was endorsed by the oldest pupils in discussions with the inspectors. Pupils are happy to attend, they have respect for their classmates and teachers and are proud of their school. Attendance levels are above the national average and rising.
12. The adults in the school work well together and provide good role models for the pupils. While there is no clear whole-school approach to how pupils' behaviour is managed, the school has a relaxed and positive atmosphere and pupils respond well to this. Behaviour is almost always good in classrooms and enables pupils to concentrate on their work. Relationships between

pupils are good in the playground. Boys and girls mix well and pupils of all ages show respect for others. Older pupils often support the younger ones and express themselves happy and willing to do so. In the playground, the pupils are lively and active. Their behaviour is occasionally boisterous but almost always good-humoured. The pupils speak of an absence of any oppressive behaviour and feel that the staff are approachable and will help to sort things out, should any problems arise.

13. The school encourages pupils' social development well. There is a sound range of activities provided outside lessons, such as clubs and visits. As part of these, the 'Blue Peter Club' maintains a year-round focus on how pupils can support local, national and international charities. An annual residential trip is a highlight for many pupils and contributes well to their wider personal development. The school encourages further use of its facilities by the local community. This provides its pupils with opportunities such as an after-school club, 'Rainbow' and 'Brownies' groups and music tuition. The school council provides a forum where pupils' ideas are shared and valued.
14. Following a criticism in its previous inspection, the school has acted well to improve its provision for pupils' spiritual development. The deputy headteacher has raised awareness of this aspect in the school and ensured that it is considered explicitly and regularly in teachers' planning. Pupils in Year 6 spoke sensibly of how such opportunities have enabled them to reflect on aspects of life such as the wonders of science, beauty in art and how the human spirit has responded to events in history.
15. The school's overall provision for pupils' personal development is good and is successful in making it an orderly and productive place for pupils to work.

The school is led and managed well by the headteacher, staff and governors

16. The headteacher is very experienced and provides good day-to-day leadership and management in the school. He is well respected and has succeeded in maintaining high standards of attainment in key areas alongside a broad curriculum. The school has clear aims and a positive ethos. Senior staff are experienced and committed. The deputy headteacher supports the headteacher and the school very well. She provides pastoral and academic leadership for the pupils and professional support for the staff team.
17. For a school of this size, responsibilities are delegated widely. For example, the job-share teachers all are expected to co-ordinate the development of subjects and aspects of the school. The special needs co-ordinator is shared with other small primary schools locally; this arrangement enables the school to make effective use of her specialist expertise and her experience in a range of contexts. The co-ordinators for literacy and numeracy manage these areas well. They have been able to monitor teaching and learning in the school through direct observation of lessons. They also check the standards of pupils' work regularly and carry out detailed analyses of how well the school performs in national, local and additional standardised tests.
18. The governors are active and well informed. They support the school well and provide a wide range of expertise. They have an efficient committee system. This ensures that individuals and groups of governors are involved productively in monitoring the working of the school and in its continuing improvement. Governors have a good understanding of the strengths of the school and of how it can develop. They visit regularly and maintain close liaison with the staff. Parents are represented well on the governing body and take a close interest in its work. Governors question critically what the school does in most aspects of its work and consult all interested parties in establishing priorities for future action. The headteacher and the governors have ensured that the national arrangements for the performance management of teachers are in place and these are contributing to the school's development.

There are high levels of care for pupils and effective attention to their day-to-day welfare and safety

19. As outlined above, the school is a caring and orderly place. Effective procedures are set up to ensure pupils' welfare, health and safety and these are implemented well by staff and governors. Many of the adults who work in the school have been connected with it for a long time. They know the pupils and their families well and work hard to ensure that pupils are happy and safe.
20. Levels of pastoral care are high. Although the school does not have a medical room, it provides trained first-aiders and careful monitoring of any illnesses or chronic conditions. Record keeping is impressive. The frequency of accidents to pupils is low but any incidents are investigated and recorded well. Procedures to ensure child protection are very good and communicated well to all appropriate adults. Regular risk assessments and health and safety audits of the building and site are carried out by staff and governors. Routine checks and servicing are efficient - for example, of electrical and fire safety equipment. Pupils' attendance is monitored very well and this is supported by the vigilant contribution of the local educational welfare officer. Parents are well aware of the school's expectations in relation to their children's attendance and are satisfied with the procedures that support these.

The school works in a close partnership with parents

21. Most parents who responded to the inspection team with their views of the school are pleased with its provision. Those who returned the pre-inspection questionnaire unanimously said that their children enjoyed school. This feeling was endorsed by almost all of the parents at the meeting with inspectors. Almost all the parents who expressed an opinion in the questionnaire agreed that:
- the school is approachable;
 - it offers a wide range of activities outside lessons;
 - the school is led and managed well;
 - children make good progress in the school;
 - the teaching is good;
 - expectations of their children are high;
 - children are encouraged to become mature and responsible;
 - behaviour is good.
22. Parents feel comfortable about visiting the school and, at the meeting with inspectors, expressed their satisfaction with the quality of the current team of staff. They appreciate the 'drop-in' sessions offered by teachers at which they can discuss their children's progress. Most are happy with the annual written report on their children and with the school's day-to-day methods of communication. However, about a third of those who commented would like more information about their children's progress. Levels of information for parents were investigated by the inspection team and found to be good compared with most schools. Parents support the school's homework provision well. Many hear their children read regularly and ensure that other tasks are completed at home as required.
23. The 'Friends of de Vere' association is active and supportive. It raises considerable sums of money for the school. The parents and wider community have recently been very active in enabling the school to find approximately £30,000 to allow a new building project to go ahead. Parents at the meeting were complimentary about how much the school has achieved in recent years in developing its building and site for the benefit of pupils.
24. The school is successful in establishing a good working partnership with its parents. This benefits the quality of learning and the quality of life for the pupils.

WHAT COULD BE IMPROVED

The consistency with which teachers plan for the full range of ages and attainments in each class

25. Teaching in the majority of the lessons seen was good or very good. In all other lessons it was satisfactory. The main reason that some lessons were more successful than others was a variation in the effectiveness of the teachers' planning to take account of all pupils in the class. All classes in Years 1 to 6 contain more than one age group of pupils. As a result there is a wide range of ages and attainments in each. The school's long- and medium-term planning arrangements take account of this and work in many subjects is organised on a two-year rolling programme to enable all pupils to cover the required curriculum. This is satisfactory. However, in practice, in the short-term planning, there is sometimes insufficient detail of how teachers will ensure that pupils build systematically on their existing knowledge, understanding and skills. The starting point for some lessons is either too easy for the older and more able pupils or too difficult for the younger age group and for those with special learning needs.
26. Several lessons were seen where work was planned carefully to match the full range of abilities in the class. At times, however, teachers do not do this. For example, in a literacy lesson, the most able were frustrated by not having enough challenging work to do while the teacher catered for the rest of the class. This led to a rare example of pupils' behaviour being barely satisfactory compared with the good behaviour usually seen; the pupils were under-occupied and under-challenged. Conversely, in a mathematics lesson, the lower attaining pupils were not supported well enough so that they did not make as much progress as the rest of the class. Another factor in the weaker lessons seen was the less effective use of learning support staff. In most lessons, support assistants promote pupils' progress well but, occasionally, they are not used enough to give pupils the adult help they need to or to assist the teacher in tasks such as assessment and monitoring.

How the school communicates its plans for future development

27. The school development plan satisfactorily summarises initiatives for improvement for the current year. A few aspects of the school such as the premises and the provision for information and communication technology are the subject of effective longer-term planning. In practice, the headteacher and the governors give appropriate consideration to strategic planning. For example, they are aware of likely pupil numbers for the next few years and of staffing patterns and have considered how such factors may affect projected budget figures. Teachers with additional responsibilities, such as the subject leaders for English and mathematics and the special needs co-ordinator, have a vision for how their areas might develop in future. However, at present, the written development plans do not bring these longer-term elements into a coherent strategy for improvement or indicate likely budget priorities and how these may be met.
28. The current annual plan represents the final year of a five-year programme. The present headteacher and the governors have not updated their longer-term written plans. They rightly wish the incoming headteacher to be able to contribute to future plans but the main planning documentation does not communicate their vision and strategies as effectively as it could and should.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve the overall quality of education and raise standards further, the headteacher, staff and the governing body should:
- (1) improve the consistency of teachers' planning by:
 - ensuring that short-term plans take sufficient account of the full range of ages and attainments in the class;
 - ensuring that plans build systematically on the pupils' existing knowledge, understanding and skills;
 - reviewing how teachers plan extension and challenge for the higher attainers so that this aspect of planning is manageable and effective;
 - including in planning considerations the most effective use of the support staff, especially for work with the lower attaining pupils.

(paragraphs 25 and 26)

- (2) improve the quality and effectiveness of the written development plans by ensuring that they include the long-term vision and strategy for the school.

(paragraphs 27 and 28)

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 | 16 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 3 | 5 | 5 | 0 | 0 | 0 |
| Percentage | 0 | 23 | 38 | 38 | 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) | 138 |
| Number of full-time pupils known to be eligible for free school meals | 8 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 12 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| 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 | 9 |

Attendance

Authorised absence 2001/02

| | % |
|---------------------------|-----|
| School data | 5.2 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 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)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 11 | 9 | 20 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | | | |
| | Girls | | | |
| | Total | 12 | 13 | 19 |
| Percentage of pupils at NC level 2 or above | School | 60 (100) | 65 (100) | 95 (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 | 13 | 17 | 19 |
| Percentage of pupils at NC level 2 or above | School | 65 (100) | 85 (100) | 95 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

Since the separate numbers of boys and girls in this year were below 10, only the total figures are given.

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 7 | 14 | 21 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 17 | 17 | 20 |
| Percentage of pupils at NC level 4 or above | School | 81 (91) | 81 (78) | 95 (91) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 14 | 17 | 20 |
| Percentage of pupils at NC level 4 or above | School | 67 (87) | 81 (74) | 86 (87) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Since the separate numbers of boys and girls in this year were below 10, only the total figures are given.

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 |
|----------------------|-----------------------------------|--------------------------------|
| 102 | 2 | 1 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 14 | 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) | 6.26 |
| Number of pupils per qualified teacher | 22 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 137 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2001/2002 |
|----------------|-----------|

| | |
|--|---------|
| | £ |
| Total income | 380,684 |
| Total expenditure | 377,684 |
| Expenditure per pupil | 2,623 |
| Balance brought forward from previous year | 65,016 |
| Balance carried forward to next year | 68,016 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 2.6 |
| Number of teachers appointed to the school during the last two years | 2.4 |

| | |
|--|---|
| 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: 20 per cent

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 138 |
| Number of questionnaires returned | 27 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 56 | 44 | 0 | 0 | 0 |
| My child is making good progress in school. | 44 | 44 | 4 | 0 | 7 |
| Behaviour in the school is good. | 30 | 52 | 4 | 0 | 15 |
| My child gets the right amount of work to do at home. | 22 | 59 | 11 | 4 | 4 |
| The teaching is good. | 52 | 33 | 4 | 0 | 11 |
| I am kept well informed about how my child is getting on. | 30 | 33 | 22 | 7 | 7 |
| I would feel comfortable about approaching the school with questions or a problem. | 52 | 41 | 4 | 4 | 0 |
| The school expects my child to work hard and achieve his or her best. | 41 | 44 | 0 | 0 | 15 |
| The school works closely with parents. | 33 | 44 | 7 | 7 | 7 |
| The school is well led and managed. | 41 | 48 | 0 | 4 | 7 |
| The school is helping my child become mature and responsible. | 41 | 44 | 4 | 0 | 11 |
| The school provides an interesting range of activities outside lessons. | 41 | 48 | 4 | 4 | 4 |

Figures may not total 100 per cent owing to rounding