

INSPECTION REPORT

WETWANG CE (VC) PRIMARY SCHOOL

Wetwang, Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117997

Headteacher: Mr P Williamson

Reporting inspector: Barbara Crane
21227

Dates of inspection: 3rd – 4th June 2003

Inspection number: 247844

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Pulham Lane Wetwang Driffield
Postcode:	YO25 9XT
Telephone number:	01377 236679
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Lionel Athey
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England Voluntary Controlled primary school is much smaller than most schools. There are 58 pupils aged between four and eleven years old, with a roughly equal number of boys and girls who are taught in three classes. Most of the pupils attend the local authority's Nursery part-time, which shares the school site, before starting in the Reception class at the beginning of the term in which they become five years old. All but a very small number of the pupils come from white, British families and all speak English as their first language. Typically, nearly a quarter of the school's population changes each year, at times other than the usual dates for admission or leaving the school. Some pupils who join have previously attended several schools. The proportion of pupils entitled to free school meals varies widely from year to year, due to the high number of families moving in and out of the school. At present, five per cent of pupils are entitled to free school meals, which is below the national average and lower than is usual at the school. Fifteen per cent of the pupils have special educational needs and two pupils have a statement of special educational need, which is broadly average. Pupils' needs are mainly concerned with learning and emotional and behavioural difficulties. Pupils' attainment when they start school is below average. The headteacher teaches the oldest class for four days each week. His teaching commitment has increased over the past year. The school has faced difficulties in staffing due to a teacher's long-term illness and temporary teachers.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils who join at different times are quickly integrated and their needs assessed and effectively met because the school has good systems for checking pupils' progress. The teaching is good and the curriculum is rich and interesting. As a result, pupils of all abilities learn at a good rate and standards are average by the time the pupils leave the school. The headteacher provides good leadership and the school is well managed. It provides good value for money.

What the school does well

- Pupils make good progress because of good teaching.
- Standards in ICT (information and communication technology) are better than expected for pupils' ages.
- The school has effective systems to check how well pupils are doing and uses the information gained to set challenging targets for pupils.
- The curriculum is well planned and interesting and because of this pupils are keen to learn and have good attitudes to school.
- The school is well led and managed with a clear sense of purpose and focus on raising standards.

What could be improved

- Teaching of spelling in Years 3 to 6 is not as good as it should be, particularly of frequently used words.
- Teachers' marking in mathematics is sometimes not as helpful as it should be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good overall improvement since the last inspection in 1997. Standards rose at a faster rate than nationally over the five years up to 2001. The teaching is better than it was because the curriculum is now well planned to suit pupils' ages and match their abilities, and ensures that skills are built effectively over time. The standard of pupils' handwriting and presentation has shown good improvement. The school's accommodation has been extended to provide better facilities for the younger pupils. While there is a good policy to guide teachers when they mark pupils' work, this is not used effectively enough in mathematics.

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	B	B	E	E
Mathematics	B	C	E	E
Science	B	D	D	E

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

A small number of pupils take the tests each year and so results vary widely because each pupil usually represents at least 10 per cent of the total. Nevertheless, the school's trend in standards up until 2001 was above the national trend. The lower results in 2002 affected this overall good picture, but the school's data shows that this group of pupils did well from a generally low starting point. A quarter of the twelve pupils who took the tests in 2002 started at the school after Year 2, with some joining at a late stage. The school meets its targets; these are challenging and based on its careful assessment of pupils' capabilities. Pupils with special educational needs make good progress towards targets set for them. More able pupils are quickly identified and given the challenge they need to make the same good progress as their lower attaining classmates. Children in Reception meet the expectations for their age by the time they start in Year 1. Standards in the present Year 2 are above average in reading, writing and mathematics and reflect good progress from their attainment on entry. Standards in Year 6 are average in English, mathematics and science and pupils have made progress at a good rate. A relative weakness in Years 3 to 6 is pupils' inability to spell frequently used words although they often spell more complex words accurately. Pupils do not recognise their mistakes as often as they should or have effective strategies to learn the correct spelling. The pupils in Years 1 and 2 have benefited from improved teaching of spelling and so standards in spelling here are better. Pupils of all ages are competent and expressive readers and write in a lively manner, using an adventurous vocabulary and altering the style of their writing to suit different purposes. They are quick and accurate in mental calculation in mathematics and apply their skills well in solving problems. Standards in ICT are better than expected for pupils' ages and they use computers confidently to support their learning and present their work in several subjects, such as English, art and history. The school has worked to improve boys' attainment and its strategies have been successful. There is no evident difference in attainment between boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are keen to learn. The school has worked effectively to improve boys' attitudes towards work.
Behaviour, in and out of classrooms	Good. Pupils know the rules and keep to them. Many pupils show a strong sense of self-discipline.
Personal development and relationships	Good. Pupils get on well together and willingly help each other. Pupils who are new to the school are quickly befriended by classmates and settle happily.
Attendance	Good. Attendance is better than in most schools.

Most pupils behave very well. At lunchtime, for example, pupils eat together in a pleasant, sociable atmosphere and help to organise the classrooms as dining areas. Boys and girls of all ages play well together, making the most of the school's extensive grounds in good weather and devising games in small and large groups. A few pupils throughout the school display very challenging behaviour and find it more difficult to rise to the school's

high expectations of behaviour but are helped to overcome problems because of clear guidelines that are consistently implemented by the staff. Support for these pupils is sensitive and effective.

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.

Teaching is good and because of this pupils of all abilities learn at a good rate. Teachers understand how to teach their subjects and capture pupils' interest. They give pupils good opportunities to find out information for themselves and also to organise their work using computers. Teachers manage pupils well, giving praise where it is due, and encouragement and good guidance for those experiencing difficulties in conforming to expectations of behaviour. Much of the work is practical, as teachers are mindful of keeping boys' motivation high. This works well and boys learn at an equal rate to girls. Classroom assistants give good support to pupils in lessons because they know what they have to do. In the first class, for example, Reception children get the help they need because they are well supported by the classroom assistant. Teachers nearly always use what they know about pupils' progress to plan work that closely matches their needs. This applies to the whole ability and age range in each class, including those pupils with special educational needs and the more able pupils. Teaching in English and mathematics is good. Literacy and numeracy are well taught and pupils have plenty of opportunities to use their skills in relevant situations in other subjects. Teachers' marking is often very effective in giving guidance to pupils on what they need to do next and teachers talk to pupils during lessons to clarify points for improvement. There are, however, occasions when opportunities are missed to pinpoint mistakes in mathematics when teachers mark pupils' books in Years 3 to 6. This sometimes slows the rate of learning of a few average and lower attaining pupils because pupils are unsure about what they have done wrong and how to put it right. The improvements to teaching spelling for younger pupils have not yet impacted on standards in the juniors and teachers here do not make sufficient demands on pupils to check for careless mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils benefit from an interesting, well-balanced and rich curriculum. There is a good range of activities outside normal lessons.
Provision for pupils with special educational needs	Good. Pupils' needs are well met through effective support and so they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school provides strong moral guidance and gives pupils plenty of opportunities to learn how to get on with each other and value each other's opinions. Pupils have good opportunities to reflect on what is important to them. They have a good awareness of their own and different cultures.
How well the school cares for its pupils	There is a good level of day-to-day care. Pupils feel secure and readily approach staff with any concerns.

The curriculum is thoughtfully planned so that pupils use what they have learned in one subject when they work in another. Another strength in the curriculum is the way in which the school organises joint ventures with other local schools in music, sport and other activities. This enables pupils to widen both their learning and social experiences. Examples are the outdoor pursuits residential visit and the annual musical festival that is held at a local stately home. The school has developed a very good system for tracking how well pupils' do over time and uses the information to set individual targets for pupils, giving them something to aim for. The system also enables teachers to quickly see how pupils who join the school other than at the usual time of admission are

doing and the particular areas that need to be worked on next. Pupils know what their targets are and these are also shared with parents so that they can help their children at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the school that is shared by the staff and governors. He has faced a challenging time with temporary staffing but has managed a heavy burden of responsibility effectively, in addition to his teaching load.
How well the governors fulfil their responsibilities	All responsibilities are met well and the governors provide good support for the school. They have a clear understanding of its strengths and what it is working on to improve further.
The school's evaluation of its performance	Good. The school takes an objective view of its performance and knows what it needs to do next.
The strategic use of resources	Good. Financial planning helps to bring about the school's priorities for development and the school is good at seeking best value for its expenditure. Examples are in the school's investment in ICT, which has supported better standards in pupils' work and its use of funding to support pupils' personal development through well-planned provision for activities outside lessons.

The school's staffing has been stable until fairly recently but changes over the past year have led to temporary appointments. The support for staff who are new to the school has been very effective and their professional development has been carefully considered and planned for. The headteacher is currently managing all of the core subjects and provision for special educational needs in addition to teaching for four days each week. He has, nevertheless, maintained a clear focus on what is important to maintain standards and move the school on. The school's priority to improve boys' attitudes and performance has been successful, as has the priority to integrate ICT into pupils' learning across the curriculum. The time restraints have, however, meant that some monitoring of teaching and standards in spelling in the older classes has not been as effective as it could be.

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 make good progress. • The teaching is good. • Homework is at the right level. • The staff are approachable. • The school expects children to work hard and do their best. 	<ul style="list-style-type: none"> • The behaviour of a few children. • Information about their children's progress. • How closely the school works with them. • The range of activities outside lessons.

The inspection evidence supports all of the parents' positive views. A few pupils do find it hard to maintain good standards of behaviour but the school works hard and effectively to support these pupils. Parents get very good information about their children's progress through the reports that teachers write each year. The school makes a good effort to work closely with parents and there is a good range of activities on offer outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress because of good teaching.

1. Teachers in all classes know the pupils well and take account of the different ages and abilities in the classes. They think about what has worked well or not so well in previous lessons and adapt teaching in following lessons, building in extra challenge or additional support for pupils. This ensures that all pupils learn at a good rate and make good progress. Those with special educational needs make good progress because their targets are precise and teachers and classroom assistants work on the small steps that are set out for pupils to achieve them. The pupils' progress is reviewed effectively and new targets are set.
2. In a good literacy lesson in the Reception/Year1/Year 2 class, for example, the teacher recognised that a Reception child was ready to work with a group of Year 1 pupils in writing. A group of average attaining Year 1 pupils and lower attaining Year 2 pupils were well supported by a classroom assistant as they wrote sentences about strange creatures. This group had benefited from the class teacher's good introduction to the whole class and so had plenty of ideas. The classroom assistant encouraged them to say their sentences first and then use their knowledge of the sounds of letters as they wrote them. All of the group made good progress because the classroom assistant knew the skills to be developed and gave good support to individuals, including pupils with special educational needs.
3. Teachers explain to pupils what they are going to learn during the lesson and also if they have altered their planning because of evaluations of learning in previous sessions. In a Year 3/4 lesson, for example, the teacher started by explaining that most of the class had experienced some problems in structuring a complete story and that today they would focus just on the introductory paragraph, using the ideas they had thought of previously. The teacher worked very effectively with different ability groups to enhance their progress and enabled an average attaining group of pupils to sharpen their understanding of how editing in pairs could improve their sentence structure and punctuation. A more able group constructed very competent paragraphs with some vivid language to capture the reader's interest. A Year 4 pupil wrote, for example: "My eyes have a blurred red screen draped over them. I think it is blood and tears. All of my body is stinging with pain".
4. In a Year 5/6 mathematics lesson, the brisk pace and challenging tasks stimulated pupils of all abilities to improve their skills in mental calculation and understanding of numbers. Pupils were set a time limit to record facts about the number 31 on whiteboards and displayed a good range of knowledge, including that it was a prime number and that the nearest square number was 36, that half of 31 was 15.5 and that 31 divided by 100 was 0.31. The teacher had adapted planning for the main part of the lesson to reinforce learning about negative numbers and plotting co-ordinates in two quadrants because his assessment of their learning had shown that all but two of the pupils had not grasped these securely. Those who had shown a secure understanding were quickly moved on to plotting shapes on four quadrants by rotating them clockwise and anti-clockwise. The final part of the lesson was very effectively used to check pupils' understanding through well-phrased questions such as: "What does not change when you translate a shape?"

Standards in ICT are better than expected for pupils' ages.

5. Teachers have a good knowledge of how to use computers to enhance pupils' learning and they provide pupils with plenty of opportunities to show initiative in using ICT. Resources are very good and the school's investment in ICT has paid dividends in the good standards achieved by pupils. In the oldest class, for example, there are sufficient computers for one between two pupils and this provides easy access for all to use ICT as a natural tool for

learning. Teachers and pupils also use the interactive whiteboards (large computer screens that can also be written on) in classrooms as valuable tools for teaching and learning. In a history lesson in the Year 3/4 class, for example, the teacher showed images of Henry VIII and Jane Seymour to stimulate discussion about the clues in the portraits about the depth of Henry's feelings for this particular wife. The pupils went on to websites to find additional images and text, sifting through information to find what was most relevant to their lines of enquiry. In a mathematics lesson in Year 5/6 the teacher used the interactive whiteboard very effectively to demonstrate plotting shapes in different quadrants and pupils were subsequently more secure in their independent work. In science, Year 5/6 pupils have used the electronic microscope to look at parts of flowers and take photographs of these, which were then examined by classmates using the interactive whiteboard.

6. Teachers are good at making sure that pupils are discerning about using ICT. Year 6 pupils know how to carry out an advanced search for information on the Internet and the more able pupils are clear about why some search engines are more useful than others. In one lesson, average attaining pupils in Year 5 were astonished to find almost two million matches for their initial search but quickly learned that narrowing the search criteria meant that a more manageable and relevant number of matches was available. Pupils use the keyboard confidently and open and close menus and use tools speedily. They know what to do when faced with problems. One group of Year 6 pupils explained that they were using the ALT, CONTROL and DELETE keys to close down and restart their computer because it had crashed.
7. Pupils use a digital camera to record images and change these, as when older pupils took a series of pictures of classmates and mannequins in action poses as part of their work on movement in art and design. By copying and moving images and changing colour and definition, pupils created interesting compositions with a real feel of speed and movement. Pupils have also taken a series of photographs and loaded these onto the computer in the correct order, then made the series play in a loop to create moving images. Pupils in Year 3/4 very competently use a control program to create repeating shapes and patterns in their work in art and design. They use their good word processing skills very well to create attractive layouts for work and include images from photographs or the Internet.

The school has effective systems to check how well pupils are doing and uses the information gained to set challenging targets for pupils.

8. The school has worked hard to create a system so that teachers can record pupils' attainment and their rate of progress, and check whether pupils are doing well enough. The school's very good system for tracking pupils' progress ensures that those who join the school at different points other than the usual time of starting are quickly assessed and moved forward in their learning at a good rate. The school uses ICT very effectively to link together the cycle of planning work, evaluating what has been achieved, and setting targets. This means that pupils know what to aim for and gives teachers and classroom assistants a clear idea of what needs to be worked on. Teachers make very detailed assessments of pupils' attainment at frequent intervals and are skilled at analysing performance and picking up pupils whose progress has been slower than expected. More importantly, the effectiveness of adaptations made to teachers' planning is reflected in the accelerated rate of learning made by those pupils whose learning has been targeted for improvement. In the Reception/Year 1/Year 2 class, for example, the teacher's assessments at the end of a unit of work on time indicated that most Year 1 pupils had grasped half-past the hour but a few needed to re-visit this work later. Subsequent assessments showed that they had achieved this through extra work. Some more able Year 2 pupils had moved on to ten minutes past or before the hour because they were capable of going further.

9. There are regular meetings between the headteacher and class teachers to review individual pupils' progress and agree targets. The records of these meetings show that the school sets challenging targets for pupils that are met in nearly all cases.

The curriculum is well planned and interesting and because of this pupils are keen to learn and have good attitudes to school.

10. Lessons are interesting and so pupils are quickly engaged by the work and keen to learn. The school identified some time ago that boys were less motivated and achieved less well than girls and so teachers plan plenty of practical activities into lessons that encourage boys' interest. This has been a successful strategy and boys are fully involved and achieve equally with girls. The school is conscious of the need to extend pupils' experience beyond that of the school's immediate area and also to enable pupils to benefit from a wider range of activities than can be offered by such a small school. Visits to places of historical and cultural interest, such as York Minster, enhance pupils' learning and they benefit from a good range of visitors to school. For example, a professional potter worked with Year 6 pupils making clay pots of a very good standard. Another visitor to support pupils' work in history enabled them to examine Tudor artefacts and dress up in Tudor costume. The impact of this visit was evident in Year 3/4 pupils' good recollection of the terms that they had learned such as 'pattens'.
11. There is a good range of activities outside lessons and the school pays for specialist coaching in football and netball for pupils. About half of the pupils are learning to play a musical instrument such as recorder, clarinet, guitar or keyboard and the school funds nearly all of the tuition so that no one need miss out on the experience. There is a biannual residential visit to an outdoor pursuits centre for pupils in Years 5 and 6, where pupils not only gain experience of activities such as abseiling but also work together to solve problems. In order to further improve its provision, the school organises a very good range of activities with its local cluster of schools. This enables pupils to take part in sporting tournaments and musical activities. The very good teaching by the specialist music teacher, who visits weekly, ensures that pupils take part confidently.
12. The curriculum is planned so that pupils see the links between subjects and this makes learning more relevant. In art and design, for example, Year 3/4 pupils looked at Rangoli patterns and ways of combining and organising patterns to make wall hangings. They created printing blocks with string and used their mathematical knowledge to create repeating patterns with reflective and rotating symmetry. Pupils have plenty of opportunities to use their own ideas. In Years 3 to 6 pupils undertake a project of their own choice each term and decide how they will organise and present their work. Their completed folders show that they have made very good use of the skills that they have learned in a range of subjects, including ICT. Pupils show pride in these projects and great care over presentation. They include references such as websites so that others can find out more on particular topics.

The school is well led and managed with a clear sense of purpose and focus on raising standards.

13. The headteacher has a clear vision for the school, based on firm Christian principles and a steady focus on raising standards. It is testimony to his good leadership that the school has successfully weathered a difficult time of instability in staffing. At present, due to temporary staffing, he is managing all of the core subjects as well as the school's provision for special educational needs. The headteacher sets a good example in his teaching and although he has a heavy commitment he keeps an effective overview of what is happening in the school. The governors are kept well informed about what is going on and so have a good understanding of the school's priorities and how targets will be met.
14. Teachers who are new to the school are very well supported because of good systems and information. The school is good at checking how well it is doing and sharing good practice so that all of the staff and pupils benefit. Teachers' professional development is very well planned

and so teachers are confident to teach all of the subjects of the National Curriculum. An example of this is the additional training and support given to the teacher of the Reception/Year1/Year 2 class, who previously had very limited experience of this age group. Effective support has led to increased expertise and good teaching. The very good relationships amongst staff ensure that advice and support from colleagues are willingly given and enthusiastically accepted.

15. The school's main priorities, of supporting pupils' personal development and improving standards, are very well reflected in its everyday life. The school's determination to provide a good, broad and rich curriculum that supports pupils' personal development has been followed through effectively; there has been careful consideration of how allocation of funds to support initiatives ensures that all pupils benefit.
16. The headteacher regularly meets with other teachers to review the progress of every pupil and to set challenging targets in reading, writing, mathematics and science. These checks ensure that any underachievement is pinpointed and dealt with. He monitors teachers' planning thoroughly, with a focus on the quality, range and suitability of challenge for the different ages and abilities in each class, as well as the efficient deployment of classroom assistants. All of these factors combine to ensure that pupils throughout the school make good progress and that teaching is of good quality.

WHAT COULD BE IMPROVED

Teaching of spelling in Years 3 to 6 is not as good as it should be, particularly of frequently used words.

17. Pupils in Year 3 to 6 often spell frequently used words incorrectly, although their spelling of more difficult words is usually accurate. This is because these pupils have gaps in their previous learning and have not benefited from the school's more structured approach to teaching spelling now apparent in the earlier years. Few pupils recognise their mistakes and teachers do not routinely remind them to check through their work. Pupils spell more difficult words correctly because the teachers are now using the national teaching guidelines effectively to make sure that they teach words appropriate for pupils' age. The school has not, however, developed a way to help pupils learn the correct spelling of words that have not been effectively taught and learned in the past.
18. In addition, teachers often correct spellings but pupils do not learn from this because there is no effective system that is consistently implemented for pupils to learn the correct spellings. As a result, the impact of teachers' marking is lost and some pupils continue to make the same mistakes. The quality of pupils' written work, which is good in other respects, is marred by mistakes in spelling and it sometimes affects their ability to learn in other ways. In an ICT session with Year 5/6 pupils, for example, several pupils typed in the wrong spelling for words when they were using a search engine to find out information and this meant that the wrong areas were thrown up by searches.

Teachers' marking in mathematics is sometimes not as helpful as it should be.

19. When working alongside pupils in lessons, teachers often tell them what they need to do to improve their work in mathematics. Most of the comments in pupils' workbooks are helpful to pupils but there are a few occasions when average and lower attaining pupils in Year 3 to 6 are not given the guidance they need to understand where they have made mistakes.
20. Teachers' comments often focus on presentation or speed of working rather than the misconceptions or inaccuracies in the process of pupils' working out. For example, in a lower attaining Year 6 pupil's work, difficulties in subtracting decimals were not pointed out to the pupil in the teacher's marking and so when the pupil later completed work on capacity and

measurement involving decimals, similar mistakes were made. This inevitably slowed the pupil's progress.

21. The school has a good policy to guide teachers' marking, but it is not put in place consistently and has not been monitored sufficiently well to pick up the discrepancies and act to improve the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards the school now needs to:

- **Improve teaching and standards in spelling in Years 3 to 6 by ensuring that the school has an effective system to enable pupils to learn the correct spelling of frequently used words, and that teachers encourage pupils to check spelling.**
- **Improve the quality of teachers' marking in mathematics in Years 3 to 6 so that pupils are given better guidance on what they need to do to improve.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	5	1	0	0	0
Percentage	10	30	50	10	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 ten 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)	58
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	9
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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.3	School data	0
National comparative data	5.4	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

The table showing the results for Year 2 pupils in 2002 is omitted as fewer than ten pupils took the tests.

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	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	67 (82)	75 (73)	75 (73)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	67 (64)	67 (73)	75 (64)
	National	73 (72)	74 (74)	82 (82)

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

* Figures are omitted, as there were fewer than ten boys and ten girls taking the tests.

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	57	3	0
White – Irish	0	0	0
White – any other White background	0	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	1	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)	3.0
Number of pupils per qualified teacher	19
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	56

Financial information

Financial year	2001/2002
	£
Total income	227536
Total expenditure	225686
Expenditure per pupil	3023
Balance brought forward from previous year	7133
Balance carried forward to next year	8983

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
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)	1
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	58
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	33	54	8	6	0
My child is making good progress in school.	42	50	4	2	2
Behaviour in the school is good.	21	56	17	2	4
My child gets the right amount of work to do at home.	25	54	8	0	13
The teaching is good.	42	44	4	2	8
I am kept well informed about how my child is getting on.	33	40	13	10	4
I would feel comfortable about approaching the school with questions or a problem.	45	42	4	4	6
The school expects my child to work hard and achieve his or her best.	47	45	2	0	6
The school works closely with parents.	25	47	15	6	8
The school is well led and managed.	34	45	9	4	8
The school is helping my child become mature and responsible.	30	47	6	2	15
The school provides an interesting range of activities outside lessons.	15	47	19	2	17