

INSPECTION REPORT

SUTTON-CUM-LOUND CE VA PRIMARY SCHOOL

Sutton-cum-Lound

LEA area: Nottinghamshire

Unique reference number: 122809

Head teacher: Mr Robert Vickers

Reporting inspector: Mrs Barbara E Doughty
22261

Dates of inspection: 13th – 14th January 2003

Inspection number: 248402

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 Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Portland Place Sutton-cum-Lound Retford Nottinghamshire
Postcode:	DN22 8PP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Payne
Date of previous inspection:	23 rd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small Church of England primary school with 97 pupils on roll aged from four to eleven. There is a fairly even balance of boys and girls. The area the school serves is advantaged in socio-economic terms; there are only two pupils known to be eligible for free school meals, which is well below the national average. All of the pupils are from white British families, and all speak English as their mother tongue. A broadly average number of pupils, nearly 20 per cent, have special educational needs; all of them are in the first stage of special need and none have statements of specific need. Attainment on entry to school is above that typical of children aged four. Since the last inspection, a new head teacher has been appointed and an outdoor learning area for the Reception class children has been created.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils make good progress within an atmosphere of high expectation, to attain standards that are well above the national average by the end of the juniors and better than those found in similar schools. This is because teaching and learning are very good in the Reception class and good in the infants and juniors. Good leadership and management mean that the head teacher and staff have a clear idea about what pupils do not do well enough and this means that priorities for development are relevant to the needs and circumstances of the school and successfully bring about a rise in standards. This school gives good value for money.

What the school does well

- The effective teaching ensures that pupils make good progress and attain well above average standards in English, mathematics and science by the time they leave the school; attainment is above the level expected in art and design for pupils aged seven and eleven.
- Pupils use their information and communication technology (ICT) skills well to support work in other subjects.
- Children get off to a very good start in the Reception class because their learning experiences are purposeful and based on exploring and observing.
- Pupils enjoy learning and have very good attitudes towards work because what they are asked to do is exciting and enjoyable.
- The school is well led and managed.

What could be improved

- The newly implemented lesson observations undertaken by the head teacher are not as good as they could be at informing teachers which aspects of their work they need to improve and how to do this.
- Pupils do not have a clear enough idea about what they do well and not so well, and what they need to learn next.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in 1998. Standards are higher than they were. This is because the school has given more time to teaching English, mathematics and science and is good at identifying and dealing with weaknesses in pupils' learning, such as writing in English and problem solving in mathematics. Teaching has improved from satisfactory to good and teachers are better at meeting the needs of all pupils. The governors are much more involved than they were in planning for the future and this means that they have far more influence on bringing about change. However, the monitoring of teaching only began two terms ago; whilst it has successfully identified general issues for improvement, such as the teaching of problem solving, its effect is not yet as good as it could be in identifying what individual teachers could do to improve the quality of their teaching.

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	N/A	B	A	B	well above average A above average B average C below average D well below average E
Mathematics	N/A	A	A	B	
Science	N/A	A	A	A	

Often fewer than ten pupils take the tests at the end of the infants and juniors and, therefore, results are not always published. There are hardly ever more than 20 pupils in any year group and so even when results are published, they still need to be treated with extreme caution. From the past and present work seen, however, standards are well above average in English, mathematics and science by the end of the juniors, with a higher percentage of pupils than nationally attaining above the expected level. The school's rate of improvement has kept pace with the national upward trend and pupils at this school do better than those in similar schools. The school expects a lot from its pupils and so targets are set high, but are always met. This is because all pupils, including those with special needs, make good progress in lessons and over time, and many do better than could reasonably be expected from the end of the infants to the end of the juniors. Most of the Year 6 pupils are already confident readers and write extremely interesting stories. The majority of them work confidently with numbers and use their mathematical knowledge skilfully to solve problems. They plan and carry out fair tests and their scientific knowledge is very good. Infant pupils usually do as well as their junior schoolmates, and last year the school's test results at the end of Year 2 were within the range of the top five per cent of schools across the country. However, the standards of the current Year 2 pupils are not as good as usual, with few pupils working within the higher level. Although these pupils attained at the level expected for their age on entry to the Reception class, this was below the usual attainment on entry. The school is working hard to enable the more able pupils in this group to attain higher standards by the end of Year 2. The youngest children in school do well and most of them exceed the early learning goals identified for their age by the time they start in Year 1. Standards in art and design are above the level expected for pupils aged seven and eleven because of specialist teaching and because pupils are taught a particularly wide and varied range of artistic styles and techniques. Consequently, the artwork around the school, particularly that of the oldest pupils, is of a good standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are eager to learn. They find the work exciting and interesting and because of this, want to continue their studies at home.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school; there have been no exclusions.
Personal development and relationships	Very good. Pupils work co-operatively in pairs and small groups and are kind and considerate to each other. They listen to each other in discussion and show respect for each other's thoughts and opinions.
Attendance	Good; usually above the national average.

In both 2000 and 2001, the school's attendance was above average. Last year, however, the rate fell below the national average, but this was an exception, brought about mainly by the prolonged illnesses of a few pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.

This was a short inspection, which focused mainly on the quality of teaching in English, mathematics and science, which is good. The basic skills of literacy and numeracy are taught well because teachers have very good subject knowledge and use the national teaching guidelines very well to build pupils' learning over time. Teachers' questions challenge pupils to think hard and the interesting and relevant work inspires them to 'have a go'. Teachers tell pupils what it is they are to learn by the end of each lesson and, because of this, pupils know why they need to work hard. Relationships are very good and this creates a calm and purposeful atmosphere. Teaching meets the needs of all pupils equally well. Boys and girls are given the same attention and those with special needs are supported effectively to make good progress. Teachers adapt the work well to challenge the more able pupils and consequently many reach the higher levels in tests. In some of the 'rounding off' sessions at the end of lessons, however, teachers do not always explore with pupils how well they have done and what they need to learn next. This means that whilst teachers have a good enough idea of what pupils should be taught next from the individual learning targets for pupils with special needs and their regular checks on all pupils' learning, pupils do not. Similarly, teachers' marking does not give pupils a good enough idea of how to improve their work. Children make a particularly good start in the Reception class where there are lots of exciting and purposeful things for the children to do, based on their learning through observation and exploration. Staff make very good use of the national guidelines for teaching children of this age. From the good quality artwork around the school and the knowledge pupils have about different art techniques, the specialist subject teaching is clearly impacting well on standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The activities are stimulating and exciting and promote high achievement in English, mathematics and science and good standards in art and design. The curriculum is enriched through visits and visitors, and through the wide range of work in art and design.
Provision for pupils with special educational needs	This is good. Teaching supports these pupils well in lessons and their precise learning targets mean that teachers adapt their work suitably to match individual needs, resulting in good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Pupils are taught right from wrong and, because of the good example set by staff, they have a mature and sensible approach towards work and life in general. They offer suggestions and share opinions confidently.
How well the school cares for its pupils	Good. Teachers know the pupils well and keep detailed records of what they have learnt. However, pupils' personal targets are too broad to give them a clear idea of what they are good at and what they need to improve.

The school does not yet provide sufficient opportunities for the older pupils in particular to have a say on routines and procedures and should now find more effective ways to seek their opinions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. Teamwork is well established. This is a small school and so staff work together to analyse pupils' learning and check on their progress. This gives them a clear picture of those pupils who are doing particularly well and who needs a boost to their learning.
How well the governors fulfil their responsibilities	Good, and much improved since the last inspection. Governors have a clear enough idea of what is going on and because of this, influence well the direction in which the school moves.
The school's evaluation of its performance	Good. Led well by the head teacher, staff look closely together at what pupils know, understand and can do in order to identify and deal with gaps in their learning. This has brought about success in raising standards, for example in writing and in problem solving.
The strategic use of resources	This is good. The school applies the principles of best value effectively by making sure that standards are high enough and resources are at least adequate, and keeping a close eye on spending.

Lesson observations by the head teacher are in their infancy, but along with the good analysis of pupils' learning, they successfully tease out things that need improving throughout the school. However, they do not focus sufficiently on individual teaching strengths and areas for improvement. This means that teachers are not clear enough about what does and does not work in their teaching and how to go about improving it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The good teaching. • The approachability of the staff and the way the school works closely with them. • The work their children do and the progress they make. • The way the school helps their children to become mature and responsible. • The good behaviour of the children. 	<p>Some parents of the older pupils in particular feel that:</p> <ul style="list-style-type: none"> • The time their children are given to do their homework and the information they are given about how they can help them are insufficient. • They are not always clear about what their children could do to improve their standards.

Most parents are very happy with the school. The inspection team agree with all of their comments. Some pupils attend clubs after school and struggle to complete their homework at night. They are not given the weekend to complete the work, which also means that working parents often struggle to find time to work with their children. Sometimes, both pupils and parents are unclear about what pupils are asked to do because there is not enough guidance on what precisely is expected and how the work should be done.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The effective teaching ensures that pupils make good progress and attain well above average standards in English, mathematics and science by the time they leave the school; attainment is above the level expected in art and design for pupils aged seven and eleven.

1. Standards are high. The groups of pupils in each year group are very small and often fall below ten pupils and so any comparisons made with other schools in the national test results at the ages of seven and eleven must be treated with extreme caution. However, from the work seen, pupils do well and a good number usually attain higher than the expected level in English, mathematics, science and art and design by the ages of seven and eleven; this is because of effective teaching.
2. Teaching makes very good use of the national subject guidelines for English and mathematics in particular. Teachers have very good subject knowledge about what to teach pupils and they use more demanding work for the more able pupils. This means that challenge is good and expectations are high. Consequently, a high percentage of pupils usually attain the higher levels in tests. Similarly, the least able pupils and those with special needs are well supported and so make good progress. Targets for the pupils on the special needs register are precise, realistic and attainable, such as, "To recognise numbers up to 20" and, "To learn to spell words containing 'ie' and 'ue'". Teachers identify the ways in which these targets are to be achieved and this means that classroom support assistants helping these pupils are clear about what to do. For example, in a Year 2 mathematics lesson, the teaching assistant gave exceptionally good support to a lower attaining group who struggled when making up two-digit numbers. She guided them carefully through the stages and explained each step to them. Consequently, they learnt a lot and were more confident users of larger numbers by the end of the lesson.
3. The school has worked hard to improve standards in writing, which were, until last year, much lower than those in reading. More time is now given to writing and because of this, pupils have time to concentrate on planning the story first, for example setting the scene and deciding who the characters are and what they are like. Before they even begin to write, they have an idea of the dilemma the characters will face and how it will be resolved at the end. Stories are built up over time, incorporating the skills learnt in lessons of how, for example, to use adverbs and adjectives to make the writing more powerful and to use expressive language to capture the attention of the reader. For example, in one lesson, when writing a legend based on King Arthur and the Loathly Lady, Year 6 pupils invented a character to use in their stories. Thought-provoking comments from the teacher made pupils think about alternative words they could use to describe, for example, their character 'marching' into the castle. The resulting work was very good, as pupils thought hard of exciting and interesting ways to construct their sentences, to describe the character and, at the same time, to say what he or she was doing. Pupils know, for example, that a story is made more interesting "if it starts with an action, speech or setting". They listened to the advice of the teacher, with some good results. For example, one pupil wrote, "As Princess Maria sewed, she started to sing and her wonderful voice rang out". Work on display from earlier lessons is equally as impressive, with pupils beginning their stories with, "The Black Knight saluted with his sword for the tournament to begin" and "One morning the king, galloping fast in pursuit of a young stag, found himself separated from his companions, his quarry having outrun the hounds and disappeared".
4. Pupils write well and for a variety of audiences, including arguments for and against having pets in school. One opening sentence, "Thinking of getting a classroom pet?" was particularly eye-catching and made you want to read on. This pupil went on to present a balanced argument, leaving the reader in no doubt that the final choice was theirs. The pupils' poems are equally as impressive and their instructions, for example about how to make a windmill, are clear to follow. This high quality writing is helped by the pupils' wide range of experiences in reading. The older

pupils in particular read a lot of different books including both fiction and non-fiction. They read aloud expressively and talk knowledgeably about the different styles of famous authors. They described, for example, Roald Dahl as “using his imagination a lot” and talked excitedly about the works of other favourite authors such as Jacqueline Wilson and Enid Blyton.

5. The pupils are articulate speakers and careful listeners. They respond sensibly to questions and their talk interests the listener. During discussions, they listen to each other, maintain eye contact, and show confidence and interest in what is being said. For example, when the teacher asked, “What do you think the Loathly Lady thought when the handsome knight asked her to marry him?” the response was swift; “That he was mocking”. They explained their work well to an inspector and talked about what they had done in the past, such as scientific experiments and their use of the Internet to find things out. This is because teachers treat them with respect and value what they have to say and so pupils respond with equal respect.
6. Teaching and learning in mathematics and science are equally as good. Standards in mathematics are high because teachers have high expectations about what pupils can be expected to do. They challenge pupils well so that most of them are working within the higher levels identified for their age. For example, in a Year 5/6 lesson, the teacher’s questions made pupils think harder and spurred them on to find the correct answer, for instance, “If I don’t know what 9 times 8 is, how can I work it out?” Pupils responded with, “By multiplying 10 by 8 and talking away 8”. All science work is based on learning scientific facts through investigation and experimentation and because of this pupils’ learning is meaningful. For example, to learn about the movement of the Earth, Year 6 pupils investigated how their shadows changed throughout the day, explaining that, “The sun appears to change position, but in fact it does not”.
7. The teaching of art and design by a specialist subject teacher brings about good learning and standards that are above those expected for pupils aged seven and eleven. Particularly impressive is the wide range of artwork done, such as collage, sculpture, painting, pencil and fabric work. The regular use of sketchbooks gives pupils the opportunity to practise different techniques, such as shading. The exploration of work by a range of famous artists influences the style in which pupils work. For example, a group of Year 6 pupils showed delight in the work of Picasso declaring, “It is not ordinary; he does anything and everything; he has a crazy style”. Their sculptures of people in action are excellent, showing movement and very good proportion. Equally excellent are their still-life pictures, which were done using a variety of techniques, such as torn paper, paints and pastels. They are taught skills well, such as how to use measurement to accurately proportion a face or picture of a body and so their pictures are very life-like and show good representation of what they see.

Pupils use their ICT skills well to support work in other subjects.

8. Teachers use ICT very well to support pupils’ learning across all subjects. Pupils find it easier to type straight onto the computer so that they can edit work on screen rather than draft, correct and rewrite their work longhand. They appreciate the way computers can be used to present work in an attractive style, such as by adding graphics or choosing an appropriate “old-fashioned font” when writing legends. They understand the power of ICT, knowing, for example, that a film is the interpretation of the book’s reader and express disappointment at some of the films they have seen “because characters, such as Willy Wonka looked nothing like I imagined him to”.
9. Pupils’ experiences of electronic mail have extended their communication skills effectively but it has also taught them the advantages and disadvantages of this way of communication over the normal mail service. They know, for example, that it is quicker but not as safe to send mail using the computer. They find things out using the Internet, reading about, for example, life in India and finding out about the weather. Their recording on computers of information from their scientific experiments means that they can then compile graphs to show, for example, the changes that occur when materials are heated and cooled. Likewise, they use spreadsheets well to show the range of changes and comparisons between weight in water and air. Targets

with a set time in which to complete a set of sums on the computer heighten pupils' interest in mathematics and challenge them to beat their personal best.

Children get off to a very good start in the Reception class because their learning experiences are purposeful and based on exploring and observing.

10. The provision for the youngest children in school is very good. The classroom is exciting and vibrant, with lots of interesting things to do. It is linguistically and mathematically stimulating with lots of words, pictures and numbers to help children with reading, writing and counting. Role-play areas, like the Three Bears' Cottage, are inviting and make children want to touch and use the things in them to act out different situations and so improve their confidence in speaking and listening. Teachers display the children's work well, celebrating their success and instilling pride in what they do.
11. Activities are based appropriately on children learning through doing. For example, the six children who had been in school for only a few days played happily with the five speckled frogs balanced on a log over the water tray. They sang happily together as they made each frog jump into the pool, one by one, successfully learning to count backwards and take away one each time. Teaching gives very good regard to the Foundation Stage guidelines for children of this age and, because of this, activities are purposeful. For example, in one lesson the teaching assistant worked with the oldest Reception children planning a guest list for Baby Bear's birthday party. The table had been incorrectly set, with too many chairs and the incorrect amount of crockery and cutlery. "Don't all do it at once" the teaching assistant warned the children as they rushed off to get the 'room' ready, "Work together to decide who is doing what." This encouraged the children to talk together, and resulted in them negotiating roles and assigning jobs. Her questions, such as, "If we have eight chairs and only need six, how many do we need to take away?" focused children's minds on using mathematics in their play.
12. Learning is fun for these children because the teacher and teaching assistant make it enjoyable. For example, children thoroughly enjoyed finding up to ten objects buried in the sand and building 'tall' and 'short' towers using the construction equipment. The children's first reading books are made up of photographs of themselves and their families, and the words explain what these are about such as, "This is my brother and me". This makes learning to read more purposeful. Tasks make sense to the children since they are based on real-life experiences, like writing a shopping list for making sandwiches and choosing a birthday present for Baby Bear from a catalogue. Lesson planning is meticulous and because of this the teacher, teaching assistant and any helpers are very clear about what they are doing and how they can support the children at work.

Pupils enjoy learning and have very good attitudes towards work because what they are asked to do is exciting and enjoyable.

13. Most pupils enjoy coming to school. This is because the work they do is varied, exciting and relevant to their interest, age and ability. It challenges the pupils well and there is an atmosphere of high expectation to which they respond enthusiastically. They talk excitedly about the work they do and have done, for example, the Year 6 pupils' work on legends and when they explained to an inspector why they find homework interesting and how it helps them with their work in class. These same pupils talked about using sensors linked to computers in science and the use of a digital camera to record their activities on a recent residential visit. Likewise, in a Year 3/4 lesson, the teacher's enthusiasm for the story about a school inspection enthused the pupils and they beamed with delight, and mischief, at the caricature of the grouchy Mr Grimshaw, the school inspector, who was eventually 'won over' by the class teacher.
14. Pupils' workbooks are neat and tidy and pupils clearly take pride in their work, encouraged by the teachers to write carefully and set out their work so that it can be easily read and understood. Work is always excellently displayed, showing pupils that the teachers care about

what they do. Pupils know what they are doing each lesson and why they need to work hard, because teachers share the aims for learning with them. This gives lessons a sense of purpose and direction and results in pupils understanding why they are doing the activities.

15. Learning opportunities are enhanced by a good range of visits and visitors. Educational visits include, for example, an infant trip to Conisbrough Castle and a junior visit to Snibston Discovery Centre. There are outings to performances at the Royal Concert Hall in Nottinghamshire to enrich the pupils' musical experiences and a visiting artist contributes to the school's high standards in art and design. Residential visits for pupils in Years 5 and 6 develop their social skills well, as well as extending their learning in history, geography, science and physical education.
16. There is a good range of after-school and lunchtime clubs, including football, netball, French, music and drama. Some of these are open to pupils of all ages and are run by parents and staff. They are very popular and well attended; more than 60 per cent of the pupils attend at least one. The school does well in inter-school sports events and this promotes a good team spirit and sense of citizenship.

The school is well led and managed.

17. This is a forward thinking school, focused on raising standards, with clear direction about where it is going. It is a small school, with many responsibilities shared amongst a few people. Nevertheless, there is excellent team spirit and, as a result, everyone pulls in the same direction. This is partly what makes this school so successful.
18. The head teacher, new to post since the last inspection, has a clear idea about what pupils do and do not know and consequently has brought about improvements to teaching and learning. This is because he and the teachers look together at how well pupils have done each term and analyse individuals' achievements over time. This gives them a clear indication of what pupils cannot do well enough; they then work together to do something about it. For example, 18 months ago staff noticed that pupils' writing was not as good as it should be and was well behind their attainment in reading. The staff talked about why this might be so and what they could do about it. As a result, they allocated more time to the teaching of writing. Teachers used effectively the guided reading sessions, for example, to highlight the way different authors capture the attention of the reader. As a result of their hard work, in 2002 the number of pupils attaining the expected level rose from 57 per cent in 2001 to 79 per cent.
19. The governing body is very supportive of the school and has a high level of pride in the work staff do. Governors have a clear idea of what is going on through their visits and the reports they receive from the head teacher and subject leaders. The strategic planning committee is fully involved with school improvement planning and makes sure that developments are appropriately financed through its liaison with the finance committee. They access all available grant funding and make good use of the money they get, for example to keep class sizes as small as possible and to finance the building and resourcing of the new library now being built. They measure the success of their spending by looking at results, ensuring that they get good value for money.
20. Subject leadership is shared amongst a few. This was a short inspection and so there was no time to interview all of the subject leaders. However, the English and mathematics co-ordinators, who were spoken with, have a good idea about what needs improving. They share a lot of information informally, but this works well for them and they have a good idea about what needs doing next. For example, they have recently implemented new tracking systems to measure pupils' progress each year and are looking now at how they can involve pupils more in analysing how well they are doing.

WHAT COULD BE IMPROVED

The newly implemented lesson observations undertaken by the head teacher are not as good as they could be at informing teachers which aspects of their work they need to improve and how to do this.

21. The monitoring of what does and does not work well in teaching is in its infancy and is insufficiently rigorous. During his lesson observations, the head teacher focuses on broadly the same aspects of teaching in each class, which are agreed with staff beforehand. He looks in some depth at the issues thrown up by the scrutiny of pupils' attainment, but less so on what different teachers generally do well and not so well. This means that there is insufficient clarity about what works well for individual teachers and what aspects of teaching they personally could improve. This means that staff training focuses mainly on whole school priorities for development rather than on improving the performance of individual teachers. In addition, local authority inspectors have watched some lessons, which staff have found useful, but they do not leave the school with a written analysis of what they saw, making it difficult for staff to be able to reflect on what they did particularly well and not so well and to work on what they need to improve. Consequently, whilst the school is good at dealing with whole school issues in teaching and learning, it is less successful at sharing the very good teaching aspects of individuals in order to improve the work of others and identifying what individual teachers can do to make their teaching even more successful.

Pupils do not have a clear enough idea about what they do well and not so well, and what they need to learn next.

22. Whilst teachers are clear about what each pupil does well and needs to learn next, pupils are not. They are well aware of the things they are working on improving as a class or group, such as to "write interesting openings to our stories". However, they are uncertain about what they, personally, need to improve and which aspects of their learning they need to concentrate on next. This is because most targets, with the exception of those for pupils with special needs, are very broad such as, "To know and write our letters". Whilst this gives the work purpose and pupils have something to aim for, some pupils achieve the target quickly whilst others, inevitably, take a while longer. With the exception of those pupils with special needs, pupils who learn at a slower rate do not have smaller targets to aspire to in the meantime, such as to know and write, say, five particular letters.

23. In addition, teachers do not always use the sessions at the end of lessons effectively enough to explore with pupils how much they have learnt and, most importantly, what they have not. During the last ten minutes of each lesson, teachers tend to go over the lesson aims and talk with pupils in general terms about whether these have been achieved, rather than look at what individual pupils have or have not learnt. For example, in a Year 3/4 lesson, in which pupils had been practising using adjectives, pupils read out the reports they had written. The teacher asked, "Did it have any adjectives?" and pupils answered either yes or no. They did not go on to consider how successful they, personally, had been, what they could have done more effectively, or what they needed to do to improve next lesson.

24. Likewise, teachers' comments in pupils' workbooks lack clarity about what pupils could do better and what they need to work on next. Although there is some evidence of pupils correcting their spellings, and sometimes of teachers reminding pupils to "Remember full stops", the comments teachers write are mainly to boost the pupils' confidence rather than pinpoint precise things they have done well and not so well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The head teacher, governing body and school staff should now:

- (1) Ensure individual teachers know how to improve the quality and effectiveness of their teaching by making sure that lesson observations to monitor work in classrooms focus on what teachers do well and not so well, and that targets for improvement are precise and clear enough to inform staff development effectively.
- (2) Make sure that pupils have a clear idea of what they do well and what they need to work on next by:
 - i) ensuring teachers' marking gives them guidance on what they have done well and what they could do better next time;
 - ii) making sure that pupils have personal learning targets that are precise enough to give them a very clear idea about what they need to work on next;
 - iii) making sure that at the end of lessons teachers explore with pupils what they have done well and not so well and what they need to work on next time.

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

6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	1	5	2	0	0	0
Percentage	20	10	50	20	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)	97
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	18

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	7.2
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	9	5	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	12	11	12
Percentage of pupils at NC level 4 or above	School	86 (86)	79 (93)	86 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	12	13	12
Percentage of pupils at NC level 4 or above	School	86 (93)	93 (100)	86 (100)
	National	73 (72)	74 (74)	82 (82)

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

Because there are fewer than ten boys and fewer than ten girls in the year group, only the total figures are shown.

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	96	0	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	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	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	19.4
Average class size	22.8

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

FTE means full-time equivalent

Financial information

Financial year	2001/02
	£
Total income	246744
Total expenditure	252128
Expenditure per pupil	2865
Balance brought forward from previous year	10540
Balance carried forward to next year	5156

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	4	0	0
My child is making good progress in school.	45	49	4	0	2
Behaviour in the school is good.	36	57	4	0	2
My child gets the right amount of work to do at home.	26	66	6	0	2
The teaching is good.	49	45	0	2	4
I am kept well informed about how my child is getting on.	34	55	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	64	26	6	0	4
The school expects my child to work hard and achieve his or her best.	55	40	2	0	2
The school works closely with parents.	43	47	6	2	2
The school is well led and managed.	38	49	6	2	4
The school is helping my child become mature and responsible.	38	55	2	0	4
The school provides an interesting range of activities outside lessons.	34	51	9	0	6