

INSPECTION REPORT

**WOOD'S FOUNDATION CHURCH OF
ENGLAND PRIMARY SCHOOL**

Woodborough

LEA area: Nottinghamshire

Unique reference number: 122810

Headteacher: Mr Geoff Ellis

Reporting inspector: Anne Elizabeth Kounnou
30810

Dates of inspection: 20th – 21st May 2003

Inspection number: 248403

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
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr Christine Jackson
Date of previous inspection:	23 rd March 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wood's Foundation Church of England (Aided) Primary School is situated in the village of Woodborough, a rural area about seven miles north-east of the city of Nottingham. It is about the same size as most primary schools, with 223 pupils aged from four to eleven years on roll, in seven classes. Fifty-five per cent of pupils do not reside in the village; their parents choose to bring their children to the school, which is oversubscribed. About two per cent of pupils are entitled to free school meals and this is well below the national average. Although there is a spread of ability, children enter the school at age four with levels of attainment that are above average. Just over three per cent of pupils are from minority ethnic backgrounds, and about half of these are from homes where the first language is not English. No pupils are at an early stage of English language acquisition. Eight per cent of pupils have special educational needs, which is below the national average. These are mainly specific or moderate learning difficulties, and speech or communication problems. A few pupils have physical or autistic needs. Almost two per cent, four pupils, have a statement of special need – this is an average proportion.

HOW GOOD THE SCHOOL IS

This is a very effective school where pupils have achieved very high standards in English, mathematics and science for some years. The quality of teaching and learning is good overall; in English and mathematics, teaching is very good. The headteacher and governors provide very good leadership and management. The school continues to provide good value for money.

What the school does well

- Standards are very high in English, mathematics and science.
- There is a very good climate for learning due to the very good leadership provided by the headteacher.
- The governing body are very effective and work very well in partnership with staff.
- Teaching and learning are good.
- High quality music and sports tuition enriches pupils' experiences.

What could be improved

- The school systems for monitoring teaching, learning and the curriculum, and the role of subject co-ordinators in this aspect of management.
- The quality and management of resources available to teach information and communication technology [ICT], and the quality of library books available to pupils.
- The balance of the curriculum for the oldest pupils.

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 improvement since the last inspection in March 1998. The school has maintained the high standards in English, mathematics and science reported at that time, and pupils' standards of behaviour have improved. Standards in ICT have risen due to investment in staff development and resources; however, this investment has not been sufficient to keep pace with the demands of the curriculum. As a result, although now average, standards are lower than could be expected. The governing body have considerably improved their procedures for monitoring the work of the school, so that they are now well informed. Although the headteacher and other senior staff undertake some monitoring of teaching and learning, there is still not the systematically structured approach that the last report recommended. Consequently, the role of subject co-ordinators is underdeveloped. There has been good improvement in the long-term planning of the curriculum. Teachers use the National Literacy Strategy very effectively in combination with other methods so that pupils achieve very high standards in English. In other subjects, the school uses the guidance of the Qualifications and Curriculum Authority to ensure that pupils develop their skills. Medium-term planning is now very thorough, but does not provide a well-balanced curriculum for all pupils. Teachers prefer to plan work for each term in detail, so that short-term or weekly planning requires less information. The high standards pupils achieve shows that this

system is successful. Higher attaining pupils are challenged very well now, as is seen in the very considerable proportion achieving the higher levels in the national tests.

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	A*	A	well above average A
Mathematics	A*	A*	A*	A	above average B
Science	A*	A*	A*	A*	average C
					below average D
					well below average E

Standards in the national tests are very high. In all the subjects listed above in Year 6, and in writing and mathematics in Year 2, the test results in 2002 were among the highest five per cent nationally. Pupils have achieved these very high standards for a number of years. Targets for the current Year 6 are lower, because this group achieved lower results in the Year 2 tests taken in 1999. Nevertheless, the school targets are still challenging and higher than the national targets. During the inspection it was seen that pupils in Year 6 make very good progress, particularly in mathematics. In this subject a significant proportion are working at a higher level than expected at age eleven given their prior attainment at age seven. When pupils begin school at age four, many achieve higher levels than expected at this age. Throughout the school they continue to do better than expected in English and mathematics due to very good teaching in these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show tremendous pride in their work and in the school.
Behaviour, in and out of classrooms	Very good. Pupils apply themselves to the work required in lessons very well and rarely misbehave in or out of doors.
Personal development and relationships	Relationships with staff and one another are very good. Pupils' personal development is good; most show very mature attitudes, but they have few opportunities to take responsibility for their own work.
Attendance	Good. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 and learning are good overall throughout the school. In English and mathematics, teaching is very good and pupils continue to achieve very high standards. Teachers are very skilled at teaching and extending the basic skills of literacy and numeracy, and have particularly high expectations of their pupils in these subjects. Parents play a considerable part and support teachers very well by helping pupils with their work in English and mathematics at home. Homework is set frequently, and helps pupils to consolidate their skills.

However, the lack of a homework policy means that there can sometimes be misunderstandings about what is expected of pupils. Teachers have high expectations in most subjects and manage pupils' behaviour very well; pupils respond to the trust and respect by behaving very well in lessons. The high standards of presentation in pupils' work reflect teachers' high expectations. There are very good examples of marking in Year 6, that explain what pupils did well and how their work could be improved. This is seen in both English and mathematics books, and helps pupils to achieve higher standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Extra music and sport, often taught by specialist staff, enrich the curriculum very well. However, the curriculum for the oldest pupils is too narrow.
Provision for pupils with special educational needs	Good. Teaching assistants support pupils well in lessons, and teachers plan carefully for them individually.
Provision for pupils with English as an additional language	Good. The school takes particular care to ensure that the few pupils in this group achieve high standards and are fully included in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Moral development is very good due to the high expectations that pervade the school. The musical production in Year 6 promotes pupils' self-esteem exceptionally well.
How well the school cares for its pupils	Very good. The school has created a caring climate in which pupils flourish. Assessment procedures are very rigorous.

The school is aware of the possible difficulties of withdrawing pupils from the same lessons for specialist music tuition, and address this by rotating lessons. In Year 6, pupils have too few opportunities to study art and design, and design and technology, because they do not begin these subjects until after the national tests in the summer term. Although provision for pupils' social development is good, there are missed opportunities for pupils to take responsibility or use initiative in their learning because there is no formal planning for this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear educational direction for the school, and is very well supported by all the staff.
How well the governors fulfil their responsibilities	Very effective. They are well informed, know strengths and weaknesses of school, and rigorously work to maintain high standards. They are a very strong team and work very well in partnership with staff.
The school's evaluation of its performance	Good. The headteacher has a clear overview of what makes the school successful. Monitoring and evaluation of teaching and learning by the management team are informal; as a result, the role of subject co-ordinators is underdeveloped.
The strategic use of resources	Good. Resources are used well to maintain high standards.

Governors use the principles of best value well; a parents group meets with them regularly so that there is frequent consultation. The school is very competitive and actively seeks to maintain its high performing place in comparison with most other schools.

Resources for ICT have not kept pace with the demands of the curriculum; this limits pupils' overall achievement in the subject. The range and quality of library books available are inadequate and limit the development of pupils' research skills. Children in the reception year do not have access to a safe and secure outdoor area, and cannot learn in an outdoor environment as recommended in the curriculum for children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-three parents responded to the questionnaire and 20 parents attended the meeting before the inspection. Almost all parents were overwhelmingly positive about the school and this is seen in the very large proportion that choose to send their children here from outside the immediate area.

What pleases parents most	What parents would like to see improved
<p>All the parents who responded said:</p> <ul style="list-style-type: none"> • Their children like school • Behaviour is good • Children are expected to work hard • The school is well led and managed • The school helps children to develop maturity and responsibility 	<p>A small number of parents raised these concerns:</p> <ul style="list-style-type: none"> • There are not enough extra activities and too many activities have to be paid for • The way the school works with parents • The information about pupils' progress • The amount of homework

A few parents raised individual concerns, which are being dealt with appropriately by the school. Inspectors agree that the charging policy for extra activities may inadvertently limit access to clubs for some pupils. The lack of a homework policy means that there are sometimes misunderstandings about what pupils are expected to do at home, and when. However, the school works well in partnership with parents and provides appropriate information about pupils' progress. Inspectors agree with parents' overwhelmingly positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high in English, mathematics and science.

1. The results of the national tests for seven year old pupils at the school in 2002 were extremely good. In the Year 2 tests for writing and mathematics, pupils attained results that place them within the highest five per cent of schools nationally. In reading, test results were well above average. This is due to the high proportion of pupils who achieve the higher Level 3 in the tests. In reading and mathematics 57 per cent of pupils achieved this above average level, in science 40 per cent, and in writing 20 per cent. These are much higher proportions than achieve the higher level in most schools. When compared to pupils attending schools in similar circumstances pupils achieve results that are well above average in most subjects. In science teacher assessments, the comparison is slightly lower.
2. In the 2002 tests for pupils at the end of Year 6 tests, results in English, mathematics and science were outstanding and were in the top five per cent of schools nationally. Seventy-three per cent of pupils achieved the higher than average Level 5 in science tests, 60 per cent achieved this level in mathematics, and 57 per cent in English. These proportions are well above the national average. The comparisons with pupils in similar schools are also very favourable, with pupils achieving well above average results in English and mathematics, and outstanding results in science where pupils achieved within the top five per cent of this group of schools. Further evidence of pupils' very successful achievement is seen when the results of eleven year olds are compared with pupils who achieved similar results four years earlier, in 1998, when all the pupils were age seven and in Year 2. At Wood's Foundation school, pupils made much more progress than most pupils in this group, again achieving results that fall within the top five per cent of this high achieving group of pupils.
3. Although the school targets set for the current Year 6 are lower than the 2002 targets, they are still challenging based on pupils' prior attainment. During the inspection, it was clear that pupils are particularly confident in mathematics, and have made very good progress in this subject. A substantial proportion are working at the higher level due to the challenging tasks they work at. These tasks allow pupils to use the skills they have gained and apply them to working out problems. In a lesson seen, several pupils were creating data for a frequency chart linked to high-level geometry skills. They were completely absorbed in the task, and were making good predications about the outcome, modifying these as they collected more data. The evidence available in English indicates that pupils in Year 6 should achieve well above average results in this subject as well. Pupils looking at poetry together as a whole class were encouraged to evaluate their work and think about the impact of their writing. In Year 5, at the request of the premises manager, pupils wrote letters to a company complaining about the quality of the new school desks, and wrote to the management of a nationwide supermarket chain to persuade them to carry over vouchers from one year to the next. This very good use of daily life to create opportunities for writing for a real purpose is typical of the school's approach. The involvement of the premises manager is an illustration of effective teamwork. In Year 2, pupils' achievements are at least above average; they write with accuracy for a range of purposes, for example, using their writing skills to solve mathematics problems. A striking factor in pupils' achievement is the confidence that pupils throughout the school display in their work. They are very confident to ask teachers when they need help, and say that staff always take the time to explain work to them so that they build on their prior attainment at a very good rate by the time they leave the school. Pupils had just completed the 2003 national tests at the time of the inspection, and so the results are not available. However, most pupils spoke of their confidence in the tests; they felt they had been well prepared. The work in their books confirms this. Pupils make very good progress over time because they work at challenging tasks in a range of different activities; as a result, they are extending the basic skills of literacy and numeracy very well. They respond very well to teachers' very high expectations in English and

mathematics by presenting their work very neatly. In Year 6, the teacher's marking is particularly helpful to pupils.

There is a very good climate for learning due to the very good leadership provided by the headteacher.

4. The headteacher provides very clear educational direction for the school in a unique style that creates a very good climate for learning. In response to his leadership, staff are committed to achieving and maintaining very high standards for all pupils. The headteacher has created a very strong staff team who give him complete support. This includes all staff and extends to the premises manager who is a very effective, keen and committed member of the team and exercises an unusual range of delegated authority. The very strong team ethos has partly resulted from the trust the headteacher shows to all staff, which enables teachers and teaching assistants to flourish and take pride in their professional work. They are encouraged to develop their skills and use them to make judgements about the best way to teach each group of pupils. The quality of communication in the school is particularly good, so that staff consistently assist one another in their teaching.
5. This very effective leadership style includes the promotion of very high standards. The headteacher has introduced a number of rigorous procedures for tracking pupils' achievements in English, mathematics and science throughout the school. He compares standardised test results with teachers' assessments and national test results building up a detailed picture of each child. The headteacher organises all of this information very effectively so that tracking the progress of individual pupils, and groups of pupils, is a simple matter. His perceptive and challenging analysis of the data is used to ask questions of staff and focus their attention to the rate of progress that all pupils in their classes make in these subjects. Consequently, in each year group pupils are increasing their skills. Where the headteacher has identified an apparent weakness, support has been provided, and detailed research undertaken to identify and remedy the situation.
6. At the heart of the headteacher's leadership is a commitment to the pupils, who flourish in academic, musical and sports development; and take tremendous pride in their school. Pupils behave very well, both in lessons and at play, because the ethos of the school demands good behaviour. The deputy headteacher led a successful project to improve the quality of pupils' friendships because a detailed study identified that some pupils found it more difficult to make friends. Each year, pupils in Year 6 end their time at the school by putting on a musical dramatic performance for pupils, parents and staff. The headteacher's commitment to this performance is evident in the many photographs of rehearsals, which adorn the school hall from one year to the next when a new set begins to replace them. Children from the reception year and all through the school look forward to the day when they will perform; and pupils from the previous year come back to watch their successors. This high profile community event encapsulates the energy and enthusiasm for excellence, which underpins the school.

The governing body are very effective and work very well in partnership with staff.

7. The governing body work together as a very strong team and monitor the work of the school very effectively through their challenging approach. There is a very good partnership between governors and staff, who provide the governing body with written and oral reports of the school's work. Each governor works in very close partnership with one member of staff to review curriculum provision, for example, for pupils with special educational needs. As a result, governors use the financial resources available to support these pupils effectively. Individual governors regularly visit the school, observing lessons and meeting with staff to gain a very clear picture of the strengths and weaknesses of the school, which they report to the whole governing body. They incorporate actions to remedy any perceived weaknesses in provision into the school's development planning, and make financial decisions to support the plans. Governors have identified the weakness in the quality of school library books through

this partnership with staff, and plan to use funds raised by parents to buy into a local scheme to provide the school with better access to books.

8. Governors have close links with parents. Fund-raising is a major activity at the school because governors choose to overspend the budget in order to maintain the current staffing levels. This is a high risk strategy, but governors are confident that adequate funds will be raised; and the high levels of fund-raising achieved in previous years support their positive view. There is a strong commitment to maintaining the very high standards, and governors review all their decisions in the light of any possible impact on standards. The very good support and commitment they show to the school are founded on a strong partnership, which provides the governing body with good information and the school with a purposeful evaluation of its work and guidance for future development.

Teaching and learning are good.

9. During the inspection a substantial proportion of very good teaching was observed, and some excellent teaching. Throughout the school teaching and learning are characterised by very high expectations of pupils; this is especially so in English and mathematics where pupils' work shows that teaching is very good and pupils learn the basic skills in these subjects very well. Teachers provide a very good level of challenge for pupils in these subjects and pupils respond with enthusiasm and confidence. Teachers have very good subject knowledge in English and mathematics; they extend pupils' basic skills very well, enabling them to achieve very high standards. There are very good relationships between pupils and staff. Pupils behave very well in lessons because teachers manage them very well, showing them trust and respect and valuing their contributions to lessons. As a result, pupils are confident to ask teachers for help and explanations. The very high standards of presentation in pupils' work are a reflection of the very high expectations.
10. Teachers prepare for lessons well; they use an unusual method of planning for lessons which involves preparation of a bound book of plans for each term showing:
 - how much time is available for lessons in each subject each week;
 - a clear objective for each lesson and a plan for a series of lessons over each term;
 - the activities and resources required for lessons;
 - possible assessment activities.
11. A range of prepared resources linked to each lesson complements the planning book. In English and mathematics staff use commercial schemes to supplement their planning; these show broadly how lessons will meet the needs of pupils of all abilities. In other subjects, there is less information about how lessons will help each group of pupils improve their skills.
12. There is a very good partnership between teachers and teaching assistants; this is especially so in the reception class, where the nursery nurse and the teacher complement one another very well and work in very close partnership. Teachers prepare good individual plans for pupils with special educational needs, with clear, achievable targets, and review them regularly. Pupils then receive good support from teaching assistants in lessons. The deputy headteacher has involved teaching assistants in an Inclusion Group which has extended their role very well. The group has completed one project looking at pupils' friendship groups to ensure that no pupils are excluded from friendships. It is now completing a project to ensure that the race equality policy is fully implemented, and evaluating the impact for pupils from minority groups. Even though the project is not finished it has already had an impact on school provision and has raised staff awareness of these issues very well.
13. There are some aspects of teaching that could be improved. Many lessons provide a very clear structure for pupils; in some this restricts the opportunities for pupils to take responsibility and manage their own learning. In some lessons pupils are quite dependent on

adult support and have few opportunities to use their initiative or to play an active part; the pace of these lessons is sometimes too slow. ICT teaching is often organised by half the class working in the small ICT suite with the class teacher, whilst the other half are supervised by a teaching assistant, or occasionally a supply teacher. Teaching assistants are prepared well for this arduous responsibility, for example, by observing teachers to improve their skills in specific training sessions. Teachers prepare planning for teaching assistants to use in these lessons. Nonetheless, pupils are not making as much progress as they could in some of these supervised lessons, mainly due to a lack of skill in questioning pupils. Teaching assistants manage pupils in the same way as teachers, because they have very good relationships with the pupils. Consequently, pupils behave well in all lessons.

14. There are some very good examples of teacher assessment of pupils' work. In Year 6, the teacher marks pupils work diligently and provides each child with careful comments designed to help them to improve their work as well as praising them for their efforts. In Year 1, the teacher sets targets for pupils in English, mathematics and science. These are not shared with the pupils but are regularly reviewed. Pupils in this class have begun some self-evaluation of their own work, for example, writing down "I am good at 'drawing flowers'" and "I find hard 'sums!'" These good initiatives are seen in other classes but are not yet consistent throughout the school.
15. The very good teamwork that pervades the school has a positive impact on the quality of teaching. Staff are very willing to help one another and share their expertise. A very good example of this was seen in an excellent art lesson, which made use of a talented parent as well as other staff to support the lesson. Pupils used textiles, paint they mixed themselves, pastels and clay to represent fruit segments, which they had drawn with sketching pencils in a previous lesson. Pupils made excellent progress due to the skills of the teacher in building pupils' confidence and self-esteem. The delightful work was all of a very high standard and reflected the very high standards of artwork seen in and around the Year 2 classroom. Pupils were wreathed in smiles and glowing with pride as they showed their ongoing work to the rest of the class. After the lesson, the teacher gave great credit to the art co-ordinator for the success of the lesson.

High quality music and sports tuition enriches pupils' experiences.

16. The very strong leadership of the headteacher, combined with the determination and fund-raising skills of governors, and the very good support of parents enable the school to provide high quality music and sports tuition for a large number of pupils. Musical development has a particularly high profile: 53 pupils, almost a quarter of the school roll, learn to play a musical instrument in addition to the recorder. They receive specialist tuition from the five specialist music teachers who visit the school regularly. This enthusiasm for musical excellence spills over into the rest of the curriculum. Specialist teachers also teach some music lessons, and the school makes very good use of the talents of the deputy headteacher in this subject. Consequently, the musical accompaniments of the school orchestra and choir enliven assemblies and concerts. During the inspection, both the orchestra and a recorder group played with pride and skill in the first morning's assembly. The wide range of instruments played included flutes, clarinets, guitars, keyboards, violins and horns. Videos of past school productions give a flavour of the enthusiasm for music that pervades the school. The BBC published an audio CD that demonstrates and makes full use of the talents and skill of the school choir, which complements the orchestral provision. All of this musical excellence takes place through the efforts of parents who pay for all the extra tuition, which has a profound effect on the overall musical development of all the pupils. Bursaries are available for pupils whose parents are unable or unwilling to pay for tuition, due to the sterling efforts of governors who actively seek sponsorship for these.
17. Music plays a major part in the school productions, which have a particularly high profile in school at this time of year. The school has a tradition that at the end of Year 6 pupils perform

in a musical production for the school, family and past pupils. Auditions for this high profile event were due to begin the week following the inspection, and the Year 6 pupils were full of enthusiasm for the project. This is something that has a glamorous attraction for pupils, as photographs of the previous year's rehearsals are displayed in the school hall all year. Pupils can choose the part they wish to play in this event, and pupils from other year groups provide the choral support. Videos of past productions give a flavour of the fun and pride that pupils enjoy.

18. Sport has a similarly high profile in the school. Pupils speak enthusiastically about the school teams and the coaching provided. The school are very successful locally and many cups adorn the school hall. Two recent additions are the local school football league trophies for boys and girls. Many Year 6 pupils put sport at the top of their list when asked by the inspection team what they liked most about the school. The school provides a very wide range of extra sport activities after school, and sometimes at lunchtime, all of which are free to the pupils. The Young Men's Christian Association provides some specialist tuition. Although girls and boys play football together at school, the national rules mean that there are two separate school teams. Mixed sports include tag rugby, cricket, netball, short tennis, athletics and cross-country. Parents are very appreciative of the extra sports provision at the school. The curriculum time for physical education is higher than in most schools, providing all pupils with good opportunities to improve their skills and develop a healthy attitude to physical exercise. In addition to these musical and sports activities, pupils have the opportunity to buy French tuition. These varied activities enrich pupils' personal development very well as they move through the school.

WHAT COULD BE IMPROVED

The school systems for monitoring teaching, learning and the curriculum, and the role of subject co-ordinators in this aspect of management.

19. The last inspection recommended in a key issue that the school *implement a systematically structured approach to the monitoring of teaching and standards of attainment by governors, headteacher and subject co-ordinators*. The school has used its successful informal approach to management, led by the headteacher, to introduce appropriate systems for the core subjects. Co-ordinators for English, mathematics and science observe their colleagues teaching and sample pupils' work, giving governors written reports of their observations. A timetable of observations is drawn up to facilitate this. Co-ordinators in other subjects are not involved in monitoring the work of the school in the same way. As a result, the school has not evaluated the impact of narrowing the curriculum for pupils in Year 6 until after the national tests have been taken. There is not a system that looks at the standards achieved in each subject, evaluates why these standards have been achieved, shares good practice and modifies less successful strategies, with a further review to evaluate the impact of any changes. The headteacher has undertaken much of this work and other senior managers have not been sufficiently involved. This has limited the development of other subject co-ordinators who still do not have a clearly defined role in monitoring the work of the school. Consequently, the few weaknesses identified in teaching and learning have not been identified or addressed.

The quality and management of resources available to teach information and communication technology [ICT], and the quality of library books available to pupils.

20. ICT is taught mainly in a small suite, which has sufficient hardware for pupils to work in pairs, but insufficient space to seat all the pupils from one class. Classes are therefore split, with the class teacher working in the ICT suite whilst a teaching assistant, and sometimes a supply teacher, supervises the rest of the class. Insufficient thought has been given to the activities that the remainder of the class complete during these periods. Teaching assistants are expected to teach aspects of another subject, for example mathematics or history, which are

not related to the ICT activity being taught in the suite. This is extremely challenging for the teaching assistants who manage pupils very well but have more limited skills in developing pupils' understanding, and for supply teachers who are unfamiliar with the ability of the pupils and do not provide sufficient challenge.

21. ICT is used well to support some aspects of the curriculum. For example, Year 2 pupils use a graphic design package to produce very good quality artwork in the style of Mondrian, and Year 6 pupils use the digital camera, and a software program to edit the photographs, to produce ongoing artwork of people in motion. Nonetheless, ICT resources in the suite are not reliable and frequently cause technical difficulties to teachers that interrupt the flow of lessons. PCs in the classroom are often not sufficient to run the software used in the suite, so that pupils cannot consolidate their skills in lessons, and neither do the classroom PCs have access to the Internet, which limits pupils' research capabilities.
22. Pupils' research is further limited by the inadequate quality of information books available in the school library. In some lessons, this limits pupils' development. For example in a science lesson in Year 5, pupils were unable to check information about the food chain they were studying because there were no books available in the school. In the same year group, pupils studying Ancient Greece, which is a regular topic, had to use photocopied sheets to find information, as there are insufficient books to provide pupils with enough sources of evidence.
23. Governors have plans to use a local library service to provide a regular supply of books to support the topics taught in each year group. Parents have agreed to use funds from their association to finance this service. There are also plans to provide Internet access to each classroom and to improve the quality of ICT resources by purchasing a mobile suite of computers. These plans, although not yet finalised, are likely to resolve all these issues.

The balance of the curriculum for the oldest pupils.

24. The skills of literacy and numeracy are taught very well and given much attention so that pupils achieve very high standards in English and mathematics in Year 6. However, the long-term curriculum plan shows that pupils do not begin to study design and technology and art and design in this class until the national tests have been taken in May. This means that pupils in Year 6 have not been able to work practically in these subjects since the previous July when they were in Year 5. There are also few opportunities to study these subjects during Year 5. Whilst artwork in Year 5 is of good quality, particularly that using oil pastels, the range of work is limited. This inevitably has a negative impact on the standards achieved in these National Curriculum subjects. An exciting design and technology project is planned for Year 6 at the end of the summer term, but pupils will not have had the benefit of systematic improvement in their skills over the year to bring to this project. Furthermore, these subjects provide many opportunities for pupils to develop personal skills, by taking responsibility for organising, planning, designing and evaluating their own work. The narrow curriculum that is planned for the oldest pupils does not provide them with sufficient opportunities to develop these skills, which limits their overall personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The headteacher, governors and staff should continue their successful work to maintain the very high standards and consider the following to raise standards even further:
 - 1) Draw up a formal policy for monitoring and evaluating teaching, learning and the curriculum so that:
 - a) the role of subject co-ordinators in this aspect of management is made very clear, and
 - b) managers and teachers have clear information about how and when monitoring will take place and what actions are then needed to bring about improvement, and how those actions will be reviewed.
 - 2) Implement the plans already in place to improve the quality and management of resources available to teach information and communication technology [ICT], and the quality of library books available to pupils, and ensure that these resources are maintained at an adequate level.
 - 3) Improve the balance of the curriculum for the oldest pupils by ensuring that they have opportunities to study all the subjects of the National Curriculum throughout the year.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	8	5	1	0	0
Percentage	4	35	35	22	4	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	223
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	4
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	3
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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	11
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	13	14	14
	Total	27	28	30
Percentage of pupils at NC level 2 or above	School	90 [100]	93 [97]	100 [100]
	National	84 [84]	86 [86]	90 [91]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	14
	Girls	14	14	14
	Total	28	30	28
Percentage of pupils at NC level 2 or above	School	93 [100]	100 [100]	93 [100]
	National	85 [85]	89 [89]	89 [89]

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	16	15	16
	Total	29	28	30
Percentage of pupils at NC level 4 or above	School	97 [96]	93 [96]	100 [100]
	National	75 [75]	73 [71]	86 [87]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	15	15	16
	Total	27	29	30
Percentage of pupils at NC level 4 or above	School	90 [100]	97 [100]	100 [100]
	National	73 [72]	74 [74]	82 [82]

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

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	216	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	4	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	1	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)	8
Number of pupils per qualified teacher	27.6
Average class size	31.9

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	158

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	526209
Total expenditure	525599
Expenditure per pupil	2381
Balance brought forward from previous year	-10085
Balance carried forward to next year	609

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	3

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	221
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	84	14	2	0	0
Behaviour in the school is good.	81	19	0	0	0
My child gets the right amount of work to do at home.	62	29	10	0	0
The teaching is good.	86	11	0	0	3
I am kept well informed about how my child is getting on.	60	29	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	2	5	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	65	19	0	0	0
The school is well led and managed.	81	19	6	6	3
The school is helping my child become mature and responsible.	83	17	0	0	0
The school provides an interesting range of activities outside lessons.	37	40	13	5	6

* Figures may not add up to 100% due to rounding

Other issues raised by parents

A few parents raised individual concerns, which are being dealt with appropriately by the school.