

## INSPECTION REPORT

**ONNY C of E PRIMARY SCHOOL**

Onibury, Craven Arms

LEA area: Shropshire

Unique reference number: 123560

Acting Headteacher: Ms C Ball

Reporting inspector: Michael Onyon  
18146

Dates of inspection: 8<sup>th</sup> – 9<sup>th</sup> October 2002

Inspection number: 248478

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	5-11 years
Gender of pupils:	Mixed
School address:	Onny C of E Primary School Onibury Craven Arms Shropshire
Postcode:	SY7 9AW
Telephone number:	01584 856320
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Alderson
Date of previous inspection:	9 <sup>th</sup> – 12 <sup>th</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Onny C of E Primary School is situated in the village of Onibury in South Shropshire. It draws its pupils from the local area and from other neighbouring villages. In recent years an increasing number of pupils live in areas a little farther from the school. Children's attainments on entry vary, but are broadly below average. At the time of the inspection there were 95 pupils on roll. There were 24 pupils with special educational needs, which is an above average proportion. Five pupils had a Statement of Special Educational Needs, which is above average. Most special educational needs have been identified as moderate and specific learning difficulties. There are no pupils from ethnic heritages and none speak English as an additional language. This is well below average. There are slightly more girls than boys. The socio-economic circumstances of the pupils are below average, but with a below average entitlement to free school meals. Since the last inspection a new headteacher was appointed who decided not to return, following her maternity leave, and an acting head was appointed for two terms until August 2002. He has been recalled to his substantive post for this term, but is to take up the permanent appointment in January 2003. During the current term the deputy headteacher is acting as headteacher.

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

This is an effective school with many very good features. Attainment on entry is below average for most children and pupils attain above average standards by the time they leave the school at the end of Year 6 in English and science. This is because the quality of teaching and the leadership and management by the acting headteacher, appointed headteacher, staff and governors are very good. The school provides good value for money.

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

- The acting headteacher, working in partnership with the appointed headteacher and governors provides very good leadership, which contributes very positively to the success of the school and the good improvement since the previous inspection.
- The quality of teaching is good, with much that is very good, and this leads to good learning.
- Teachers have high expectations and use interesting strategies to motivate the pupils and this contributes to the above average standards in English and science by the time the pupils leave the school.
- The school provides very good opportunities for spiritual, moral, social and cultural development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.
- The way in which pupils work together, often in pairs and small groups, contributes very positively to their personal development.

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

- There could be a closer dialogue with parents both about the subjects being taught and the range of activities provided outside lessons.

*The area 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 school was last inspected in February 1998. Standards at the end of Year 6 in English, mathematics and science have improved and taking all the subjects together the trend in the school's performance was above the national trend. The good quality of teaching has been maintained with no unsatisfactory teaching. The school has successfully addressed the issues pointed out in the previous inspection and also addressed other areas for development. Although standards in design and technology, history, geography and music were not investigated in depth in this inspection, samples of work and observation of some lessons suggest that standards have

risen. Good assessment procedures are now in place, enabling the impact on pupils' standards of attainment, the quality of the curriculum and teaching and learning to be systematically and effectively evaluated. The school is on course to meet its challenging targets and is well placed to make further improvement.

## STANDARDS

Since there were ten or fewer pupils in Year 6 the assessment data is not recorded in tabular form. The number of pupils in each cohort is small and the effect of one pupil on, for example, a school percentage measure, can be considerable. Bearing this in mind there has been a fluctuation in results over the last four years, but, with the exception of Year 2000, results have remained above average in English and science, at the end of Year 6. The school has set challenging targets and is on course to meet them. Inspection evidence shows that by the end of Year 6 standards are above average in English and science and average in mathematics. Standards in other subjects were not investigated on this inspection. The school has carefully analysed standards in mathematics and aims to improve them through a detailed focus in the school development plan. The National Numeracy Strategy is now firmly established and the beneficial effects are beginning to contribute to higher standards. By the end of the reception year children attain the Early Learning Goals in all the areas of learning. By the end of Year 2 standards are average in reading, writing and mathematics, and in the teacher assessments in science. The pupils achieve well, with below average attainment on entry to the school and above average standards in English and science by the end of Year 6. Pupils with special educational needs make good progress in relation to their prior attainment and there are no pupils for whom English is an additional language. Higher attaining pupils also do well with an above average proportion exceeding the expected Level 4 in English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school because they are offered interesting activities. They are eager to learn and very keen to succeed.
Behaviour, in and out of classrooms	Very good. Pupils follow the school's very high expectations of behaviour and behave very well both in and out of the classroom and this contributes to an orderly environment.
Personal development and relationships	Very good. Pupils use their initiative and show a very good level of independence. Relationships are very good and teachers know their pupils well.
Attendance	Very good. It is well above the national average.

The way in which pupils work together, across age groups, is a strength.

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall and leads to good learning. A balance of good and very good teaching was observed throughout the school. English is taught well across the school and no lessons were less than good. Literacy is also taught well because the school has very successfully adapted the National Literacy Strategy to meet the needs of the pupils with a structured approach to the teaching of

writing and spelling. This contributes to the high standards overall in English. The teaching of mathematics is good throughout the school and reflects the recent positive focus on the teaching of the subject in the school development plan. Numeracy skills are taught well.

Strengths in the quality of teaching include attention to detail in planning to ensure that the needs of all pupils are met, the high expectations of teachers, interesting strategies to motivate pupils of different ages within the classes, the very good use of challenging questions to probe pupils' understanding and a good knowledge of the subjects they teach. Lessons are conducted at a good pace. As a result, pupils make good gains in their learning. They have a good understanding of their own learning because teachers explain the lesson objectives at the beginning and check their understanding at the end. They demonstrate high levels of independence and interest in their work and a determination to do well. Where teaching was satisfactory the pace of learning could be improved and objectives shared more effectively with the class. The school meets the needs of all its pupils well. Tasks are imaginatively planned to challenge higher attaining pupils and also to meet the needs of pupils with special educational needs. In particular, teaching assistants offer good support to pupils, having a positive impact upon their learning.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. A wide range of visits and visitors enriches it. Pupils develop their numeracy and literacy skills well, through well-planned opportunities across many areas of the curriculum.
Provision for pupils with special educational needs	Very good. Individual education plans identify clear targets, with very good support from teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's spiritual ethos very effectively promotes collaborative and co-operative working that has a very positive impact on pupils' personal development. Very good emphasis is placed on understanding their own and other cultures.
How well the school cares for its pupils	Well. Teachers know their pupils well and monitor their personal development well.

The curriculum meets statutory requirements.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The acting headteacher provides very strong and sensitive leadership and sets a very high standard that contributes well to the success of the school. She is well supported by the previous acting head who will take up the headship in January. The whole staff work very effectively as a team, towards continued improvement.
How well the governors fulfil their responsibilities	Very good. The governors, very ably led by the Chair, play a very effective part in the leadership and management of the school.



The school's evaluation of its performance	Very good. Under the leadership of the acting headteacher the school evaluates its performance very well and is taking steps to address any weaknesses. For example, it identified that standards in mathematics could be higher and so it has introduced strategies for teaching mathematics. As a result, standards are beginning to rise.
The strategic use of resources	Good. The provision of teaching assistants, to enable pupils with special educational needs to be effectively supported in classroom activities, contributes very positively to the progress they make.

- A particular strength is the very good leadership of the acting headteacher and the very effective partnership with the incoming headteacher. They have ensured that there has been good improvement since the previous inspection, through careful analysis and prioritising areas for development.
- The school applies the principles of best value effectively and compares its spending effectively.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• They feel comfortable approaching the school with questions or a problem</li> <li>• The teaching is good and pupils are making good progress</li> <li>• Pupils like school</li> <li>• The school works closely with parents</li> <li>• The school expects pupils to work hard and achieve their best</li> <li>• Behaviour in school is good</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> <li>• The amount of work for pupils to do at home</li> <li>• How the school works with parents to provide information about the subjects being taught</li> </ul>

The inspection team fully supports the positive views held by parents. With regard to their concerns, inspectors found that whilst there is a satisfactory range of activities outside the classroom, including a good range of visits to places of interest and visits by artists and speakers, parents would welcome a dialogue about additional opportunities. The amount of work that pupils are asked to do at home is judged to be satisfactory. Although the school provides information about the curriculum it acknowledges in its development plan that more can be done to improve the quality and range of the information. There is room for a closer dialogue about these issues.

## **PART B: COMMENTARY**

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

**The acting headteacher, working in partnership with the appointed headteacher and governors, provides very good leadership, which contributes very positively to the success of the school and the good improvement since the previous inspection.**

1. The acting headteacher, in close partnership with the previous acting headteacher (who is taking up the permanent post of headteacher in January, 2003) and governors, has a very good vision for the continual development of the school focused on high standards. This shared commitment ensures that the pupils do well by the time they leave the school. There are several reasons why the school is successful and that standards are high. Firstly the acting headteacher, appointed headteacher, staff and governors analyse its performance thoroughly and take steps to raise standards. For example, a structured approach to the teaching of spelling, through the teaching of phonics, was introduced throughout the school, to raise standards in English. Pupils speak well, pronounce words clearly and understand their meanings. For example, in Year 1 pupils sounded out syllables well, to arrange into words, substituting blends accurately. In Year 2 opportunities were provided effectively to enable pupils to use their knowledge of words to identify features in their geography lesson. Pupils with special educational needs receive one-to-one and small group support in lessons, which enables them to make good progress. A careful analysis of assessment results in mathematics has indicated the areas and concepts that pupils are finding difficult. Clear teaching strategies have been established to improve pupils' understanding and raise standards. There is an established effective programme for reviewing standards, which results in agreed targets in reading, writing and mathematics for each class group.
2. Another reason for the success of the school is the commitment shown to addressing the areas of weakness identified in the previous inspection. At that time there was a need to increase the time allocated to subjects, to meet national recommendations. Standards were judged to be average in most subjects. The school has very successfully introduced good planning systems and schemes of work to ensure that pupils develop their skills systematically. Although standards in subjects other than English, mathematics, science and information and communication technology were not investigated on this inspection, evidence from planning documents, the wealth of work on display and from a small number of lessons seen indicates that standards have risen in history, geography, music and design and technology. Other key issues for improvement, such as implementing a system for monitoring and evaluating the curriculum, teaching and learning, and their effects on the attainment of pupils have been successfully addressed. The co-ordinators for English and mathematics have a very good understanding of the areas for development in their subjects and the staff have compiled portfolios of samples of pupils' work throughout the school to show development. These are a valuable resource for teachers.
3. The role of governors is very well developed and they play an active part in the management of the school. They are very ably led by the Chair and take their responsibilities very seriously. Their annual report to parents is detailed and presented very well in a format that is helpful to parents, including good quality illustrated work from pupils. Mindful of the commitments of governors the Chair highlights particular aspects of business for detailed consideration by other governors, before agreeing decisions. The governors' keep themselves very well informed through regular planned visits and are committed to providing the best possible education for the pupils. This is well illustrated by the way in which they manage the funding available to them. For example, the employment of a part-time teacher enables the headteacher and co-ordinators to carry out monitoring and evaluating activities during the school week. They evaluate spending carefully and use all available grants for the benefit of the pupils. The improvement to the buildings to provide a computer suite, resite the library and improve the entrance to the school, are examples of this. They place an appropriate emphasis upon raising standards and, through their full involvement in preparing the school development plan, ensure that the current priorities are carefully planned and funded. All staff are aware of the school's policy in promoting race equality, which is part of the school's ethos in recognising and meeting equally the needs of all pupils.

**The quality of teaching is good, with much that is very good, and this leads to good learning.**

4. The high quality of teaching is another reason why the school is successful. Overall the quality of teaching and learning, during the inspection was judged to be good, whilst four lessons in ten were very good. The good and very good teaching and learning is spread equally throughout the school. A particular strength of the teaching is the way in which teachers plan, in appropriate detail and with careful thought to the needs of pupils of different ages and prior attainment in their class. For example, in a geography lesson for pupils in Years 2, 3 and 4, to identify a locality in India, the teacher prepared materials in such a way that all were involved in a similar activity, collecting information from writing and pictures and building a story through the collection of captions. The expected outcomes from the task ensured that all pupils were challenged in an appropriate way. In a science lesson, for pupils in Years 5 and 6 a 'Solids, Liquids, Gases and Particles' game show was planned in a way that enabled all pupils to participate. Carefully researched questions enabled pupils to question their peers, but also to demonstrate their own level of understanding. The teacher was able to assess the level of individual pupil understanding in an interesting and imaginative way. Pupils with special educational needs were challenged to develop their scientific vocabulary and to actively participate. In an English lesson for pupils in Years 5 and 6 all pupils were encouraged to join in improvised dialogue, based on the story 'Goodnight Mr Tom', as they prepared their own play scripts. They contributed with confidence and enthusiasm; for example, the imagined conversation 'I can't read and write.' 'Oh, you won't be able to go to school then!'. This provoked thought and resulted in improvement in their stage directions later in the lesson.
5. Teachers often target questions at individual pupils, particularly in literacy and numeracy. This ensures that the needs of all pupils, including higher attainers and those with special educational needs, are met well. For example, in a literacy lesson for pupils in Year 1 pupils were asked to form words using particular combinations of letters and the teacher asked them to display their answers on small whiteboards. Depending on their response the teacher asked them to form further words. Classroom assistants, who had been well briefed, asked challenging questions of pupils with special educational needs. Pupils wrote words like, 'slap', 'blot', 'flab' and 'flop', with well-formed letters. In another literacy lesson, for pupils in Years 5 and 6, developing play scripts, questions were presented at a good pace causing pupils to think and justify their answers; for example, 'Tell me more about that?', 'Why do you think that?'. A very positive response from the teacher encouraged all pupils to participate. The emphasis placed on challenging questions contributes strongly to the high standards achieved.
6. All teachers have an enthusiasm for, and good knowledge of, the subjects they teach, and this is another factor leading to high standards. For example, in a music lesson for pupils in Years 5 and 6, the way in which the teacher introduced the pupils to the musical notation, and her own knowledge and demonstration ensured that they learned the importance of silence in music and enabled them to sing tunefully, maintaining pitch and duration as well as tempo. Her enthusiasm is passed successfully to the pupils; they are involved with obvious enjoyment, striving for quality in their performance. The teacher was appreciative of her pupils' efforts, encouraging them to try even harder. In an information and communication technology lesson for pupils in Year 1, the teacher's good subject knowledge enabled pupils to use the terms 'screen', 'keyboard' and 'mouse' knowledgeably. They confidently log in to the system, alter the font size and print their chosen writing. Under the direction of a well-briefed parent helper, a group of pupils from Years 2, 3 and 4 were able to program a 'floor turtle' to accurately draw shapes, using directions that included angles and turns.
7. Other features of the good and very good teaching include the setting of learning objectives at the beginning of lessons, to ensure that pupils understand what is expected, enabling them to work as autonomous learners, thinking for themselves and making informed choices. For example, in a mathematics lesson for pupils in Years 5 and 6 the teacher introduced terms such as 'strategies' and 'partitioning' and expected the pupils to use them accurately. Pupils are confident in their contributions to class discussion and sensitively help others who make a mistake. Teachers manage their pupils well and relationships are good. Because of these good features, pupils have a good understanding of their own learning and work very hard to succeed. They know that they are expected to work hard and are well motivated to complete a good quantity of work.

**Teachers have high expectations and use interesting strategies to motivate the pupils and this contributes to above average standards in English and science by the time the pupils leave the school.**

8. In the National Curriculum tests for pupils at the end of Year 6 in 2001, pupils reached well above average standards in English and science and average standards in mathematics. Standards of work seen during the inspection indicate above average standards in both English and science. One of the reasons why standards are so high is because teachers have high expectations and use interesting strategies to motivate the pupils. Consequently, pupils are keen to learn and strive to do their best. Many examples were seen during the inspection where teachers took care to plan activities that were interesting and well matched to the pupils' needs. For example, in an English lesson for pupils in Years 5 and 6, they developed their vocabulary through imagining, in their mind, the scene in the story, picturing where the characters might be and how they might feel. This fascinated the pupils who considered what feeling humiliated might be like. They offered descriptions like, 'embarrassed', 'feeling hot inside' and 'feeling all queasy'. In another English lesson, for pupils in Years 5 and 6, the previous viewing of a dramatised story on video promoted a stimulating discussion about how character can be communicated through words, gestures and movement. A group of pupils improvised evacuees arriving at their wartime destination and very effectively portrayed how they might have felt. In a personal, social and health education lesson for pupils in Years 1, 2 and 3, because the teacher presented material in a very calm way pupils were able to contribute their thoughts and feelings confidently, knowing that their contribution was valued by the teacher and other pupils. They were able to reflect on their own and others' feelings in situations that might make them angry; for example, 'when people snatch things', 'when my brother messes up my room'. Good quality written work was being produced following such discussions. Interesting strategies, such as these, contribute positively to the standards attained, particularly in reading and speaking and listening.
9. Teachers use similar strategies to motivate pupils in mathematics, targeting the areas they have identified as in need of improvement; for example, handling data. For example, pupils in Years 5 and 6 had to estimate, and predict the number of different coloured 'chocolate sweets' to be found in their packet. They successfully collated data and represented their results through graphs and 'pie charts', successfully calculating fractions of the total. Older pupils also successfully converted their fractions into percentages. In a lesson for younger pupils, in Year 2, the teacher gave pupils clues to help them to remember how to identify shapes such as rectangles, triangles and pentagons. They learned to draw shapes by looking at the corners and the length of sides, successfully drawing the shapes accurately and relating it to earlier work they had done in constructing shapes using modelling straws. Strategies such as these help pupils to learn, and lead to high standards.
10. Pupils respond well to teachers' high expectations. In Year 3 pupils' eagerly rose to the challenge, 'What would you change if you had super powers?', producing answers like, 'I would stop people being selfish' and 'I would love to be able to fix things'. Younger pupils in Year 1 worked independently on computers, concentrating on their task. In a science lesson in Years 5 and 6 the teacher's high expectations were evident in the vocabulary used by the pupils when describing solids, liquids and gases. Pupils referred to reversible and irreversible changes, including 'dissolving', 'melting', 'boiling', 'freezing' and 'evaporating', and successfully met the teacher's expectation that they should be precise when identifying their criteria. For example, they needed to identify that the non-reversible changes in the formation of new and potentially useful materials. High expectations to which the pupils respond very positively have a positive effect on standards.

**The school provides very good opportunities for spiritual, moral, social and cultural development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.**

11. Pupils of all ages behave very well and have very good attitudes to their learning. They enjoy coming to school because they are offered interesting activities. There is a very strong emphasis on spiritual development and this permeates the ethos of the school. Pupils are encouraged to

reflect on their actions, marvel at the wonder of the world and show respect for the views of others, from an early age. Assemblies provide good opportunities for spiritual development. This was exemplified during the inspection when a teacher shared her thoughts about different kinds of food, in particular bread that is eaten around the world, giving thanks for those who provide it. Pupils entered the assembly in a calm, thoughtful and reflective atmosphere listening to music, 'A perfect day'. Pupils demonstrated an ability to think of 'all of us' giving thanks for those who provide us with things we need. In a class lesson pupils were spellbound by accounts of life as an evacuee, based on the story of 'Goodnight Mr Tom'. Opportunities for spiritual development are also taken in other lessons. For example, children in the reception class reflected on what it was like to smell and taste different kinds of bread, 'to savour the smell'. Pupils in Years 2, 3 and 4 listened carefully when listening to the reading of poems and very confidently joined in discussion about the 'shape' of poems, referring to examples they had seen illustrated. Older pupils in Years 5 and 6 joined in the reflection of their teachers when discussing the wartime experiences of refugees, effectively empathising with the child characters in their story. It is opportunities such as these that contribute very positively to the climate of respect for the values of others, and those who might be 'different' from them.

12. Behaviour is very good in classrooms, when pupils are moving around the school and when they are playing together. Pupils respond very well to the school's high expectations of behaviour. The school operates a 'buddy' system where older pupils are given training to help them to befriend and look after younger pupils. Good examples of this were seen at lunchtimes when the buddies' organised and supervised games and activities, and when the whole school travelled to the swimming baths. Older pupils paired with younger ones and helped them to cope with the experience. Many examples were seen of sensible, mature behaviour as pupils moved around the school to their information and communication technology lessons, when eating lunch or when going onto the school field to play. The school has successfully taken part in the Shropshire 'Healthy Schools' project, enabling very good work to be undertaken in developing and maintaining pupils' individual responsibilities. Opportunities to reinforce moral issues are taken in lessons and all adults provide pupils with very good role models and manage them in a consistent and positive way.

**The way in which pupils work together, often in pairs and small groups contributes very positively to their personal development**

13. A particular strength is the way in which pupils are encouraged to work together, often in pairs and small groups. Numerous examples were seen of pupils giving spontaneous help to others and sharing resources. Teachers plan opportunities for pupils to work together and this contributes very positively to pupils' personal development. For example, pupils in Year 6 worked in pairs to improvise a play, illustrating how they would have reacted as a wartime evacuee coming to a new situation. They shared their ideas and challenged each other. They then developed their work in groups, working towards a play script based on a chapter from 'Goodnight Mr Tom', collaborating well to plan their performance. Pupils were looking forward to performing their play. In a personal, social and health education lesson a group of Year 6 pupils very effectively improvised a drama based on friends falling out. Younger children who watched the improvisation learned the lesson they were portraying about the importance of understanding the feelings of others. The Year 6 pupils were able to evaluate their performance and consider the importance of the views that were put forward by their peers. The opportunity to evaluate their work in this way contributed very positively to personal development. In a geography lesson for pupils in Years 2, 3 and 4, the opportunity to work in small groups, to gather information, ensured that pupils could share ideas to produce a completed description of a village in India.
14. Mathematics activities also provide very good opportunities for pupils to work with a partner. For example, pupils in Year 1 help each other to find change from 20 pence and pupils in Years 2, 3 and 4 work well in groups to draw shapes using instructions from the points of the compass. Older pupils in Years 5 and 6 work effectively in pairs in solving mathematical problems, explaining how they solve them and checking their answers. The opportunity to work together and share ideas resulted in pupils considering alternative means to solve problems involving fractions.

15. Pupils show particularly mature personal development when using computers in the recently networked suite. Younger children in Year 1 work sensibly both independently and with group members, eagerly contributing answers to the teacher's questions and working, step by step through their computer task. Older pupils in Year 6 demonstrate confident skills when accessing the Internet and interrogating information through hyperlinks. They willingly share their skills with each other, carefully explaining the functions of the program. Other opportunities to work collaboratively were evident in music lessons. Younger pupils worked effectively in a small group to make shakers and to begin exploring the sounds they make. Older pupils worked very productively in small groups preparing a performance for their forthcoming harvest celebrations. They very successfully evaluated their performance and suggested ways of improving it by using claves instead of tambours. Pupils respond very positively to the trust placed in them. The expectation that pupils should take some responsibility for their own learning contributes very positively to their personal development.

## **WHAT COULD BE IMPROVED**

**There could be a closer dialogue with parents both about the subjects being taught and the range of activities provided outside lessons.**

16. Most parents who responded to the questionnaire were very positive about many aspects of the school. For example, their children like going to school and are making good progress, they feel comfortable about approaching the school with questions or a problem, the teaching is good, pupils are expected to work hard and the school works closely with parents. However, a very significant proportion of the parents who responded expressed concerns about activities provided outside lessons and some expressed concerns about the amount of homework. In addition a number expressed concern, at the meeting held for parents, about the information available to them about the content of subjects being taught.
17. The school takes every effort to involve parents in the work of the school and many support particular activities in a voluntary capacity, being involved in lesson activities. The friends of the school group is active in raising funds to support the school. Appropriate statutory written information is provided for parents and good annual reports from the governing body provide additional information, and provision is made for parents to discuss their views of the school at the annual meeting for parents. Good annual reports provide very clear information about pupils' progress and the school offers formal opportunities for parents to discuss their children's progress in the autumn term and after receiving pupil reports in the summer term. Teachers are also available for informal discussions at the beginning and end of the school day. However, the school should review and improve the formal and informal occasions for parents to learn about the content of the subjects their children are taught, in order to support the schools quest for continuous improvement.
18. Whilst the range of activities available outside lessons is adequate and similar to that found in many similar schools, inspectors understand the desire of many parents to be involved in a dialogue about the activities and whether there may be alternative ways of extending the range. The school offers a typical range of visits and visitors, which enrich the curriculum. Inspection evidence shows that, although there is a satisfactory range of activities outside lessons, there is considerable scope for involving parents in the provision of additional activities and the school should provide opportunities for dialogue.
19. Some parents expressed concern about the homework that their children are expected to do, being unsure about the quantity and when it should be done. The very clear policy in the prospectus clearly illustrates the school's philosophy and rationale, that pupils are encouraged to take some responsibility for their own learning. Consequently, older pupils are expected to note their own homework. Inspection evidence shows that the arrangements for homework are satisfactory.

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

20. In order to continue the very good work of the school, the acting headteacher and governors should now address the following in their action plan:

(1) improve the way in which the school works with parents by:

- reviewing and improving the formal and informal occasions for parents to be informed about, and given opportunities to talk about, the content of the subjects being taught;\*
- providing opportunities for dialogue with parents about the range of activities provided outside lessons. (paragraphs 16,17 and 18)

\* The school has already identified this area as in need of improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	9	1	0	0	0
Percentage	0	41.2	52.9	5.9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	95
Number of full-time pupils known to be eligible for free school meals	11
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	24
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.6

#### 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) and the end of Key Stage 2 (Year 6)





**Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	95
Number of questionnaires returned	25

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	0	4	0
My child is making good progress in school.	23	73	5	0	0
Behaviour in the school is good.	21	71	0	0	8
My child gets the right amount of work to do at home.	14	59	9	14	5
The teaching is good.	35	61	0	0	4
I am kept well informed about how my child is getting on.	27	64	0	0	9
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	59	36	0	0	5
The school works closely with parents.	39	57	4	0	0
The school is well led and managed.	39	48	0	0	13
The school is helping my child become mature and responsible.	27	59	5	0	9
The school provides an interesting range of activities outside lessons.	14	23	41	5	18

### Other issues raised by parents

Some parents expressed their appreciation of the considerable efforts that the school makes to provide for pupils with special educational needs. Inspection evidence shows that this is a positive feature of the school and that the needs of pupils are met well.