

# INSPECTION REPORT

**CHURCH EATON ENDOWED (VOLUNTARY  
AIDED) PRIMARY SCHOOL**

Church Eaton

LEA area: Staffordshire

Unique reference number: 124334

Headteacher: Mr Michael Winkle

Reporting inspector: Mrs S. M. Barnes

16249

Dates of inspection: 9<sup>th</sup> - 11<sup>th</sup> September 2002

Inspection number: 248589

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:	4-11
Gender of pupils:	mixed
School address:	High Street Church Eaton Staffordshire
Postcode:	ST20 0AG
Telephone number:	01785 823089
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Evans
Date of previous inspection:	3 <sup>rd</sup> - 6 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Church Eaton Endowed (Voluntary Aided) Primary School is situated near the centre of the village of Church Eaton, near Newport, in Staffordshire. One hundred and six boys and girls between the ages of four and eleven attend the school. These pupils come from homes in the village, from the neighbouring village of Moreton, and also from homes in nearby hamlets. A significant proportion of the pupils, (nearly half), travel to and from school by bus each day. Children start in the reception class for a “pre-reception period term” before they attend as reception children in the September of the academic year in which they have their fifth birthday. Virtually all of the children have had prior experience of other early years provision, such as local playgroups and nurseries.

All of the pupils speak English as their home language. The size of year groups is smaller than in most schools and there is, consequently, some fluctuation in the academic attainment of individual cohorts year-on-year. However, attainment overall is above average on entry to school. There is a lower than average proportion of pupils with special educational needs in the school, (approximately fifteen per cent) but of these a larger than average number have statements of their need (approximately six per cent). Most pupils with special needs have specific learning difficulties. Less than two per cent of the pupils are eligible for free school meals, which is well below national figures.

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

This is a generally effective school. There are significant strengths and some areas for improvement. Pupils’ attainment in the core subjects of English, mathematics and science is above average throughout the school. The quality of teaching is good and enables pupils of all levels of prior attainment and from all groups to make effective progress in lessons. The leadership of the school is satisfactory and the management is good. The school provides satisfactory value for money.

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

- Standards in English, mathematics and science are above average at the ages of seven and eleven.
- The provision for pupils’ moral, social and personal development is good and as a result they have very good attitudes to their learning.
- Provision for pupils with special educational needs is good and these pupils make good progress towards their learning targets.
- The curriculum is rich and varied and together with the good range of extra curricular activities, including good opportunities to enhance pupils’ cultural development, makes a positive impact on pupils’ progress and the standards they achieve.
- Improvements to the accommodation and facilities have enhanced the opportunities for reception children to develop creative, physical and social skills and have given older pupils good opportunities to develop independent research skills, including using information and communication technology.

### **What could be improved**

- Liaison with parents is not as good as it could be. While the school makes every effort to provide good quality information for parents at a formal level, many parents feel that they are no longer welcome to pop in to see their children’s work and to chat to teachers informally.
- The governing body is not always sufficiently critical in its analysis of leadership decisions.
- Whilst teaching is generally good, there are some missed opportunities, even in the best lessons, to challenge pupils still further.

*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 a satisfactory level of improvement since the school was last inspected in November 1997. The head teacher staff and governors have worked hard to tackle all of the key issues of the previous inspection. As a result, curriculum planning now provides all pupils with a well-planned curriculum suited to their stages of development. Assessment is used effectively to match tasks to the needs of each pupil. The school has worked well to develop information communication technology. All

staff have had training and strategies have been developed to deliver the learning programmes. However, opportunities to use information communication technology in lessons, to support pupils' learning in other subjects are sometimes missed. The provision for the physical development of children in the Foundation Stage has been considerably enhanced, as has the accommodation generally, including the enlargement of teaching areas, enhanced staff facilities and the development of a library. All of these have had a positive impact on standards within the school. Statutory requirements in the governors' annual report to parents are now fully met.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A	A
mathematics	D	A	A	A
science	C	B	A	B

<b>Key</b>	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

At the end of Year 2, standards in the national end of year tests have been in the top five per cent of results nationally in reading and mathematics in 1999, 2000 and 2001. In writing they were well above national results in 2000 and in the top five per cent in 2001. As can be seen from the table above, pupils in Year 6 have attained consistently high standards in their test results in the core subjects of English, mathematics and science over the last two years. There is some fluctuation year on year, but this must be seen in the light of some small year groups and high proportions of pupils with special needs in some classes. Inspection findings are that current standards are above average overall in all three core subjects at the end of both key stages.

Results in the tests in English for pupils in Year 6 were in the highest five per cent nationally in 1999, and for the following two years were well above average. This represents sound progress when compared to their prior attainment in tests at the end of Year 2. Similarly in mathematics, although results were below average in 1999, results have been well above the national average in the last two years and pupils' progress is sound compared to their prior attainment at the end of Year 2. In science, results showed improvement as they were average in 1999, above average in 2000 and well above average in 2001.

There are no national comparisons as yet for results of the Year 6 tests in 2002, but pupils in the school did very well, in all three subjects, with a very high proportion attaining the higher level 5. It can be seen from this that the school attains consistently high standards in results in the tests at both key stages and that pupils of all levels of prior attainment make progress which is overall at least satisfactory and often good. The standards noted at the time of the previous inspection were judged to be good overall and have been effectively maintained. The school has set targets for eighty per cent of its pupils to attain at least the expected level 4 in the end of year tests in English in 2003, and for eighty six per cent to attain the expected level in mathematics, which indicate continued high standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They approach lessons and the tasks they are set with confidence and enthusiasm.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils are polite and treat others with courtesy.
Personal	Provision for pupils' personal development is very good. Routines are quickly

development and relationships	established in all classes and pupils take responsibility for their work and actions. Relationships are very good between pupils and staff.
Attendance	Attendance is satisfactory overall. The levels of attendance are lower than at the time of the previous inspection, mostly due to holidays taken in term time.

### 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 throughout the school. The high standards noted at the time of the previous inspection have been effectively maintained. Teachers are hard working and plan well to ensure that lessons are interesting and cover the full range of the learning programmes. Lessons are orderly and teachers' expectations of pupils' response and behaviour are appropriately high. Marking of work is regular and helpful. Teachers make good use of teaching programmes to ensure that the work covered builds steadily on previous learning. Homework is effective in supporting work in class. The literacy and numeracy strategies are implemented well and teachers have generally good knowledge of the teaching of English and mathematics. Tasks are set which take appropriate account of what each group already knows and understands. Pupils with special educational needs are provided for well. As a result, pupils of all levels of prior attainment make steady gains in their learning and attain standards that are above average overall. Introductions to lessons are generally crisp and careful questioning ensures that pupils all pay attention and have suitable opportunities to express their views, as well as listening to others. However, there are some missed opportunities, even in the best lessons, to challenge pupils still further. While tasks ensure that work is usually appropriate to most pupils' needs, they do not always ensure that each pupil is stretched to the maximum in all lessons.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is rich and varied and covers all required aspects. It is effectively enhanced by a good amount and range of extra curricular opportunities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. As a result, they make good progress towards their learning targets and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. Routines within the school are established early in the reception year. As a result, pupils are confident and are prepared to take responsibility for their actions and care for those who are younger than they are.
How well the school cares for its pupils	The school is efficient in caring for its pupils and promoting racial equality. Registers are monitored effectively and health and safety issues are given appropriate consideration. Pupils' academic performance is monitored effectively. Suitable procedures are in place to provide a safe learning environment, including internet safety systems. The school is vigilant to ensure that any incidents of bullying behaviour or intimidating comments are dealt with promptly and appropriately. Procedures to monitor attendance are good.

Parents are generally supportive of the school, but many feel that they are not as welcome in the school of late.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the school by the head teacher and key staff is satisfactory. Several staff are new to school and have not fully taken on monitoring roles in core subjects. The management of the school is good and day-to-day administration is efficient.
How well the governors fulfil their responsibilities	The governing body is very effective in many aspects of its work. Statutory requirements are fully met and governors are hard-working and keen to take an active role in school life. They take very seriously their duty to monitor the performance of the school and do so satisfactorily. However, they are not always sufficiently pro-active in calling the management of the school to account for decisions it has made.
The school's evaluation of its performance	The school has many appropriate systems in place to evaluate its performance. The head teacher monitors teaching and learning and has a good knowledge of the work in all classes. Curriculum co-ordinators monitor standards of work and planning, but due to the very recent appointment of some staff, they have not yet had the opportunity to watch others teach. Sometimes the evaluation of improvement lacks certain rigour. For example, when the school concludes that standards are improving, it is not always clear from the recorded evaluations what evidence this is based upon.
The strategic use of resources	Specific grants and other funding are used effectively to support educational priorities. Staff are well deployed. The principles of best value are appropriately applied. There have been significant improvements to the fabric of the school and to its resources, which are being used well to improve the quality of education all pupils receive.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents say their children like school.</li> <li>• Behaviour in school is good.</li> <li>• Teaching is good.</li> <li>• Teachers expect pupils to work hard and to do their best.</li> <li>• The school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that their children do not have the right amount of work to do at home.</li> <li>• Some parents think the school does not provide an interesting range of activities outside lessons.</li> <li>• A significant proportion feels that they are not well informed about how their children are getting on.</li> <li>• Many parents say they no longer feel the school works closely with them.</li> </ul>

The inspection team agree that pupils have very good attitudes to school and enjoy coming. The quality of teaching is good overall throughout the school. Teachers expect pupils to work hard, set appropriate amounts of homework and have appropriately high expectations of how pupils will behave. As a result, pupils behave well in lessons and at other times around the school. The opportunities for pupils' personal development are good and have a positive impact on them developing a mature and responsible attitude to their work and each other. The range of extra curricular activities is good, particularly when the small size of the school is taken into account. However, while formal systems to inform parents about their children's progress are good, many informal systems, such as being able to see the notice board when passing it on the way into school or seeing what their child has recently completed in class are no longer available. Despite the care and commitment of staff to all their pupils, the current arrangements for the start of the day have left many parents feeling that the school does not value their contribution to their children's learning.



## **PART B: COMMENTARY**

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

#### **Standards in English, mathematics and science are above average at both key stages.**

1. Numbers in the year groups vary and this, combined with the small sizes of some year groups results in fluctuations year on year in pupils' overall levels of attainment. Despite this, pupils consistently attain overall standards in English, mathematics and science that are at least above national average by the end of Year 2 and Year 6. Current standards are above average in all three core subjects at the end of both key stages. These results are also good when compared with similar schools and are due, in the main to pupils' enthusiasm for their work and the good quality of teaching they receive.
2. At the end of Year 2, the great majority of the pupils write with a clear, joined and reasonably neat hand. The use of punctuation in their writing is usually correct although, sometimes, when in the full flow of writing they forget to use it. Spelling of simple words is generally correct and that of more complex words is usually phonetically accurate. Pupils use their extensive vocabulary to help them to choose words carefully to make their writing interesting to their audience. Reading is developing well and most pupils read at least at the level generally expected for their age, with significant numbers attaining the higher level three by the end of the year. This is due in the main to the good opportunities they are given to read a wide range of books and other texts. In mathematics, pupils handle numbers confidently. They add and subtract two digit numbers correctly and sort numbers into groups, having a good awareness of place value. They are aware of the properties of regular shapes and tell the time to the hour and half past using an analogue clock face. A significant proportion of pupils confidently find number pairs to 200, work at doubling and sharing numbers and complete number problems with decimals accurately. These pupils understand simple fractions and work out ways to deduce multiples of two and five, for example. In science, pupils have good opportunities to take part in a range of practical experiments. As a result they develop good skills in monitoring and measuring changes and recording what happens. Pupils' regular opportunities in science to look for patterns and record them for themselves supports their work in English and mathematics and has a positive impact on standards overall. They have a good overall knowledge of parts of the body and can explain that we have ribs to protect our heart and that there are other parts of the body that have similar skeletal protection such as the brains and the eyes.
3. At the end of Year 6, pupils' writing is well organised, neat and clear. They have a good sense of audience and stories have interesting beginnings, middles and endings. Most pupils demarcate their sentences correctly, and the majority use speech marks in the right places. Higher attaining pupils use paragraphs to organise their writing effectively and write confidently in a range of styles for different purposes, such as poems, descriptions, opinions and stories. Pupils take obvious enjoyment in the use of descriptive language and use words well for effect in their work. Spelling has generally developed to a good level and pupils write complex words correctly in the main, spellings generally tend to be phonetically correct. Although some pupils still reverse letters and syllables, this does not distract them from the pleasure of using language effectively and writing in an interesting manner. For example one pupil wrote "My haret beagan to pond." Pupils' reading is generally confident and they read with enjoyment making effective use of their knowledge of letters and blends to sound out words they have not come across before. They have a sound knowledge of the organisation of the library and the books within it, which they use to research information efficiently. Higher attaining pupils read a great deal silently to themselves. They are less confident reading out loud, but are very adept at understanding deeper meanings in the text. Less skilled pupils sometimes choose books which require a great deal of sounding out of words and in the effort of doing this they lose some points of the story. However, overall standards are above those generally expected for their age. In mathematics, pupils' work covers a wide range of mathematical aspects. As a result they attain competence with numbers, which is good. Pupils

learn a variety of ways to effectively resolve mathematical problems. They round decimals to two places, work with co-ordinates to solve problems, measure angles with attention to accuracy and draw and interpret graphs in work linked to other subjects, such as science. They learn about terms such as mean, median, mode and range and work out the area and perimeter of some regular shapes. In science, pupils compare the components of a healthy diet with their actual daily diet, considering the different food groups and making good use of computers to research and record their findings. Teachers make good use of opportunities in other lessons, such as in physical education sessions to extend and reinforce pupils' knowledge and awareness of how their bodies work.

**The provision for pupils' moral, social and personal development is good and as a result they have very good attitudes to their learning.**

4. The school pays good attention to providing opportunities to develop pupils' moral, social and personal development effectively. From their first weeks in the reception class, routines and expectations are clearly established in a pleasant and friendly manner. Children are taught to take turns and to share when playing together and during class discussions and games on what babies need and how they grow, for example. The children quickly, confidently and happily settle to work at the start of the day and after playtimes. The classroom routines are well established and understood by all and the children follow instructions attentively, listening to their teacher and the nursery nurse and remaining interested for significant lengths of time. Teachers emphasise the importance of following the rules of the games they play and as a consequence they play together well and get great enjoyment from their learning.
5. This good start in developing good attitudes to others and to school and learning is continued throughout the school. The school has successfully maintained the good standards of behaviour mentioned in the previous report. Pupils' behaviour is skilfully nurtured and developed within the caring, and socially inclusive ethos of the school. Relationships within the school are very good between all members of the school community.
6. All pupils have very good attitudes to learning. They support each other well in their work and play together socially without any hint of bullying or tension. These attitudes make a significant contribution to the high standards of achievement attained throughout.
7. The school's expectations that the pupils will care for others and take responsibility for their own actions and for the school environment are reinforced in assemblies, as the pupils move around the school and at playtimes and during the lunch break. Pupils automatically change their shoes, for example, before going onto the school field to play football at lunchtimes. Play times and lunch times are well supervised and run smoothly. Pupils are given ample time to eat lunch in a pleasant environment and confidently approach adults for help undoing packages, for example. All play together with care and consideration and no one is left out. Teachers and support assistants set a good example in their relationships and attitudes and as a result pupils are happy in school and speak to each other and to adults politely. Older pupils are encouraged to help and play with younger friends and they do so unselfconsciously.
8. In lessons, pupils are attentive and approach lessons confidently, with the expectation that they will be interesting and fun. They know routines and all staff have equally high expectations of behaviour and response. As a consequence, little time is wasted and pupils focus quickly and with great concentration, in the main. The oldest pupils respond to the high levels of personal, social and moral challenge well. They behave with good levels of maturity, taking responsibility for their learning in a range of situations, reading at home, researching using the computer and using the library. They are aware of the benefits of making progress in their learning and are keen to improve what they can do. Their positive attitudes to school and learning are reflected in their prompt attention at the start of lessons and the manner in which they move around crowded classrooms with minimal fuss or distraction. For example, in an English lesson, based on "Wind in

the Willows”, pupils moved furniture quickly and efficiently to make space for one group to act out a scene in the story. The whole class watched and commented with great enjoyment and furniture was speedily replaced so that they could continue with the next part of the lesson.

**Provision for pupils with special educational needs is good and these pupils make good progress towards their learning targets.**

9. Provision for pupils with special educational needs is good and these pupils have access to a broad and balanced curriculum. From their start in the reception class, the progress of all pupils is monitored carefully. Procedures for early identification and monitoring are in place and are in line with the revised Code of Practice. Staff are careful in their assessments of progress and early support is given to ensure that, from the youngest age, children make at least expected gains in their knowledge, understanding and acquisition of skills. Provision for pupils with special needs is well co-ordinated and documented. Individual education plans have appropriate targets for improvement. They are clearly written and reviewed regularly. Teachers and parents are suitably involved and are aware of the next stage for each pupil's development. Good use is made of the high quality records of progress and attainment for pupils with special educational needs and also of external assessment and support to monitor pupils' progress effectively.
10. As a result of the good support and challenge these pupils receive, they make good progress towards their learning targets and the standards they attain in learning and in the key skills are good. Pupils of all abilities, including higher attaining pupils and those with specific learning difficulties achieve well. They are well integrated into the academic and social life of the school. There is an atmosphere of care and support which gives them confidence to do their best in all lessons.

**The curriculum is rich and varied and together with the good range of extra curricular activities, including good opportunities to enhance pupils' cultural development, makes a positive impact on pupils' progress and the standards they achieve.**

11. The curriculum provided for the pupils now has much strength and contributes well to pupils' achievement. It is broad, relevant to their learning needs and interesting and is supplemented very well by a good range of exciting learning opportunities.
12. The quality of the curriculum provided for children in the reception class is good and is carefully planned to cover all the six areas of development. It ensures that they achieve well and make good progress towards the expected learning outcomes for their age. The school has recently developed the outdoor area where reception children can engage in activities to develop good body control, confidence and mobility. This is a significant improvement since the previous inspection, when this was a key issue.
13. Policies and schemes of work for all subjects have now been devised, and provide a good support to teachers when planning lessons. Planning for English and mathematics is effectively based on the literacy and numeracy strategies. Time allocation for these and other subjects is appropriate and there are good links to work in other subjects, such as history and art. The curriculum is enriched in many ways and provides a range of extra benefits for pupils at the school. This includes enjoyable and stimulating experiences, such as the opportunities to listen to and learn to appreciate different styles of music in dance lessons and assemblies and the opportunity to see a show. Teachers make good use of visits to the school pond, into the locality and beyond, including museum and theatre visits and fieldwork and residential opportunities to interest pupils and extend and enrich their learning.
14. Visitors to school make a good contribution, such as in the development of the "millennium dome", built of living willow. There are also good links with pupils from an inner city school, which include exchange visits and joint visits to the local church and a mosque. This enhances pupils' awareness of the beliefs and life-styles of others. There is a very good emphasis on speaking and listening through role-play and other methods, which pupils enjoy and which develop and extend their confidence and joy in learning. For example, older pupils developed a "Roman catapult" in work linked to history, which they tested in a "Gladiatorial competition". When studying Ancient

Egypt, they dressed up as mummies and sampled Egyptian food. This makes the curriculum come alive.

15. The curriculum is also enriched and supported by a good range of extra curricular activities, particularly when the size of the school is taken into account, which are well supported by pupils. These take place on three nights a week most terms and include gymnastics club, football coaching, rugby and cycling proficiency and the celebrations for the anniversary of the school. The clubs are mainly for the oldest pupils, but younger pupils do have opportunities to learn May-pole dancing and to take part in local sporting events.

**Improvements to the accommodation and facilities have enhanced the opportunities for reception children to develop creative, physical and social skills and older pupils have good opportunities to develop independent research skills, including using information communication technology.**

16. The quality of accommodation and resources are good overall. Staff, governors and friends of the school have worked together efficiently to significantly improve the accommodation and resources in recent years. The good management has resulted in a school which is clean, well cared for and well-equipped. There are attractive displays of information and celebrations of pupils' work, which staff have successfully used to create a stimulating learning environment for the pupils, as well as reminders of rules and safety procedures. The good quality of the resources and their effective use has a very positive effect on the quality of education the pupils receive.
17. The teaching areas, both indoors and out are used appropriately to meet pupils' needs. Although some spaces are small and relatively crowded, such as in the class for the oldest pupils and in the hall during physical education lessons, care is taken to make the best use of them when planning lessons. Resources for learning in the various subjects are good overall. The new library is bright and accessible and is stocked with a good range of well cared for books, which appropriately reflect the multi-cultural nature of British society, and are effectively organised in the Dewey decimal system. As a result of its regular use, pupils have good opportunities to learn how a library is organised when they select books for their research in history, for example. Older pupils quickly and confidently use the library check-list to find the books they need. Through regular use of the library, they know how to use contents and index pages to identify how much any one book might help them in their research.
18. Resources for information and communication technology have been developed effectively and the school is in the process of completing computer research bays in the classrooms. The school has links to the internet and has developed an award winning website full of information about many aspects of school life. The positioning of one computer in the library enables pupils to make good use of it when researching information for their topics.
19. The outdoor area for children in the reception class has been thoughtfully developed to provide good opportunities for them to develop skills in physical, creative and social development. Games and toys are in good condition and stored so that they are accessible. This is a significant improvement since the previous inspection, which judged that the lack of space and facilities was a key issue for the school to address.

## **WHAT COULD BE IMPROVED**

**Liaison with parents is not as good as it could be. While the school makes every effort to provide good quality information for parents at a formal level, many parents feel that they are no longer welcome to pop in to see their children's current work and to chat to teachers informally.**

20. The school has good formal systems to inform parents about school life and the progress their children are making. The award winning website is easy to use and contains a wealth of information and the school prospectus is well produced and clear. Letters go home to parents containing relevant information about forthcoming events such as trips and visits. In addition, annual reports are sent which contain well-written information on the progress each pupil is making and the standards they attain. Parents of pupils with special educational needs are kept up to date with their progress through reviews and meetings with relevant agencies. In addition, the teacher of pupils in the oldest class keeps in touch with parents on a regular basis through her own system of notes between home and school in the pupils' homework diaries. There are also several formal occasions each year, such as open evenings and curriculum information evenings when parents may come into school.
21. Despite all these good initiatives, the recent decision not to allow parents, apart from the parents of children in the youngest class, to accompany their children into school in the mornings has left a significant number feeling "excluded" from the school. Currently the policy is for parents and pupils who arrive early to stay on the pavement outside the school gate. Approximately half of the parents who responded to the pre inspection questionnaire said they felt the school no longer worked closely with them and many said they no longer felt welcome or well-informed. The change in policy has certainly cut down access to some simple lines of communication. For example, while almost half of the pupils are brought to school by bus each day, those parents who do bring their children no longer have access to the school notice board, which is situated inside the school door. In addition parents say they miss the informal opportunities for their children to point out with pride the work they have completed recently, or to quietly pass on information to their child's teacher about small day-to-day matters. The school secretary is at the main school door each morning to greet pupils as they arrive, and sort out minor problems and she is also able to pass on messages between home and school. However, while the system of making appointments to see staff, usually results in a meeting within 24 hours, on occasion there has been an unacceptable delay, which leaves parents feeling that their help is no longer appreciated.

**The governing body is not always sufficiently critical in its analysis of leadership decisions.**

22. The governing body is hard-working and fully committed to improving standards in the school. In recent years it has been responsible for significant improvements to the fabric of the school and to the development of resources. All of the statutory requirements are fully met and governors are suitably involved in overall monitoring standards and ensuring school improvements. Committees function effectively and financial control is exercised appropriately. Governors give good support to the staff and are generally well-informed about the work of the school. However, while some steps have been taken to hold the school to account for management decisions, the governing body do not always challenge decisions in a sufficiently critical manner. It does not always ask how the school knows how well it is doing in developing some subject areas, for example. Governors rely on the head teacher's report to supply information, and are aware of the high standards the school achieves but do not always take a national perspective in setting still higher targets for improvement. Governors do not always ensure that they act as a critical friend of the school. Whilst they are suitably informed about school matters in general, they do not always question school changes to policy and practice with sufficient rigour. Governors were unaware, for example, of the extent of parental concern about the decision to not allow parents into school in the mornings. Alternative solutions had not been discussed in depth at a governing body level, nor consultation sought with parents.

**Whilst teaching is generally good, there are some missed opportunities, even in the best lessons, to challenge pupils still further.**

23. The quality of teaching is good overall. Teachers are dedicated and work together well to ensure that lessons are planned to meet the needs of pupils of different levels of prior attainment appropriately. Lessons are orderly and expectations of pupils' response and behaviour is suitably

high. Teachers make good use of teaching schemes to ensure that the work covered builds steadily on previous learning. Introductions to lessons are generally crisp and careful questioning ensures that pupils all pay attention and have suitable opportunities to express their views, as well as listening to others. However, there are some missed opportunities, even in the best lessons, to challenge pupils still further. While tasks ensure that pupils' work is usually appropriate to their needs, they do not always ensure that each pupil is stretched to the maximum. This tends to be the case during the pupils' task part of lessons and sometimes teachers and support assistants miss chances to speak quietly to individual pupils during these sessions to make them question their own learning and achieve that little bit more. For example, in a good lesson for the oldest pupils, even the highest attaining pupils were required to write answers in grammatical sentences, when in other work some had already demonstrated their ability to write in paragraphs. In another good mathematics lesson for Year 2, pupils worked quietly at their tasks, but opportunities were missed to question and challenge some about number patterns. Opportunities were missed when even the highest attaining pupils were required to complete the same task as the rest of the class before moving on to more challenging work.

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

In order to raise standards further the head teacher and governors should:-

- (1) Consider how informal systems of communication between parents and school can be improved so that parents feel fully informed on all levels included in their children's education, while still maintaining high levels of safety in corridors and classrooms and a prompt start to the day.
- (2) Develop the role of the governing body to act more as a critical friend to the school. To ensure that it is fully included in decisions for policy changes and challenging in its requests for hard evidence to support evaluations of systems and standards.
- (3) Continue to strive to raise standards of teaching and learning still further in all lessons, so that pupils are consistently challenged to do their utmost.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	14

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	7	7	0	0	0
Percentage	0	7	47	47	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 approximately seven percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	106
Number of full-time pupils known to be eligible for free school meals	2

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	15

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	4.0
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)***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	9
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	9
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	100 (83)
	National	85 (84)	89 (88)	89 (88)

*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
	2001	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	5	5	5
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92 (90)	92 (80)	92 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	5	5	5
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92 (90)	92 (70)	92 (90)
	National	72 (70)	74 (72)	82 (79)

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





Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	106
Number of questionnaires returned	50

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	2	0
My child is making good progress in school.	22	54	10	2	12
Behaviour in the school is good.	30	64	4	0	2
My child gets the right amount of work to do at home.	24	36	28	8	4
The teaching is good.	52	40	0	0	8
I am kept well informed about how my child is getting on.	16	32	44	6	2
I would feel comfortable about approaching the school with questions or a problem.	40	48	12	0	0
The school expects my child to work hard and achieve his or her best.	44	48	6	0	2
The school works closely with parents.	16	36	36	8	4
The school is well led and managed.	30	50	8	0	12
The school is helping my child become mature and responsible.	46	52	0	0	2
The school provides an interesting range of activities outside lessons.	16	50	22	6	6