

INSPECTION REPORT

BLUNDESTON CE VC PRIMARY SCHOOL

Blundeston, Lowestoft

LEA area: Suffolk

Unique reference number: 124751

Headteacher: Mrs K Schonhut

Reporting inspector: Mrs Helen Ranger
22223

Dates of inspection: 9 – 10 December 2002

Inspection number: 248627

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Church Road Blundeston Lowestoft
Postcode:	NR32 5AX
Telephone number:	01502 730488
Fax number:	01502 732763
Appropriate authority:	The governing body
Name of chair of governors:	Mr N Glendinning
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22223	Mrs Helen Ranger	Registered inspector
9542	Mr Brian Jones	Lay inspector
13805	Mrs Lynn Lowery	Team inspector

The inspection contractor was:

TWA *Inspections* Ltd
102 Bath Road
Cheltenham
GL53 7JX

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blundeston Primary is a Church of England voluntary controlled first school. There are 103 full-time pupils between the ages of five and nine. A further 18 children attend the Reception class part-time until the term of their fifth birthday. Almost all pupils are from white British backgrounds and all speak English as their first language. The proportion of pupils who are entitled to free school meals (13 per cent) is below the national average. The school is popular with parents. It admits most of its pupils from the village of Blundeston, but about a quarter come from a wider surrounding area. The proportion of pupils who are identified with special educational needs is very low – currently 3 per cent. Two pupils have Statements of Special Educational Need. The attainment of the youngest children on admission to the school varies from year to year, but is broadly average.

HOW GOOD THE SCHOOL IS

The school gives its pupils a sound education. They currently achieve at least satisfactory standards in their work. The oldest have made good progress over their time in school and their attainment is above average. Teaching is sound with many good features, but with some aspects for development. The headteacher leads and manages the school well and is supported efficiently by the governors. However, the many staffing changes of the last two years have caused disruption to the overall effectiveness of how responsibilities are delegated and how school improvement is currently maintained. The school gives satisfactory value for money.

What the school does well

- The oldest pupils reach above average standards in English and mathematics.
- The school encourages pupils' personal development well, so that they have positive attitudes to school, behave well, form good relationships and learn well together.
- The school is led and managed well by the headteacher, deputy head and the governors.
- The curriculum is good and supplemented very well by extra activities.
- There are high levels of care for pupils and effective attention to their welfare and safety.
- The school works in a close partnership with parents.

What could be improved

- The planning, management and assessment procedures used by the teachers in some lessons.
- The effectiveness of the class teachers in contributing to the management and development of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. It has made satisfactory progress since then. The results achieved by the pupils in local and national tests in most years have been higher than in most schools, although they fell in Year 2 in 2002. Standards have been maintained in areas that were identified as strengths by the previous inspection, such as pupils' attitudes and relationships, and aspects of the leadership and management of the school. Most of the issues for improvement from the last inspection have been addressed sufficiently. The teaching of mental arithmetic is better and pupils recall number facts efficiently. The overall planning of the curriculum is much improved. Assessment arrangements are more detailed and the information on pupils is used to raise standards. Teachers define clear objectives for their lessons now and use teaching time efficiently. The presentation of pupils' work and the levels of challenge offered to the more able are rightly still priorities for further improvement and have not yet been fully addressed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2, based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	B	A
writing	A	B	C	C
mathematics	A	B	E	E

Key

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

The results in the table above should be treated with some caution. The number of pupils in each year group is quite low and small variations in pupils' performance can make substantial differences to the comparisons with schools nationally. The table indicates that the school's performance in the national tests in English and mathematics for pupils in Year 2 has been above or well above average in most recent years and has been particularly strong in reading. The 2002 results were lower in writing and mathematics. This year group had a greater level of particular learning needs than previous years and the school has acted urgently to give these pupils more individual support. The school met the targets it set in 2002 for pupils of this age to reach Level 2, but did not meet its Level 3 targets in writing or mathematics.

There are no national comparisons for the tests taken by pupils in Year 4. In 2002, pupils achieved well for their age in these non-statutory tests, particularly in reading and mathematics

This short inspection focused on the key subjects of English and mathematics and is not in a position to judge standards in other subjects. Inspection findings are that the children in the Reception class attain average standards in communication, language, literacy and mathematical development. Standards are also average in English and mathematics by Year 2. In Year 4, pupils' standards in these subjects are above average overall and reading is well above average. Pupils of all ages, including those with special educational needs, make at least satisfactory progress in relation to their attainment on entry to the school. The oldest pupils have made good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and want to learn.
Behaviour, in and out of classrooms	Good in the classroom, around the school and in the playground.
Personal development and relationships	Good. Pupils of all ages mix well and grow in maturity and independence as they move up the school.
Attendance	Well above average.

The school is a friendly community where good relationships prevail and pupils are very keen to attend.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 - 4
Quality of teaching	satisfactory	satisfactory	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 overall is sound with many good features for pupils in most classes. It is good for the oldest pupils. This includes the provision for English and mathematics and the teaching of literacy and numeracy. Teachers plan interesting lessons with clear objectives. These motivate the pupils to learn. Teachers' explanations and guidance are clear and enable the pupils to know what is expected of them. In most lessons, teachers cater for the wide range of age and attainment in the mixed-age classes, including pupils with special educational needs. Sometimes, however, lessons do not include enough challenge for the more able or are too difficult for the lowest attainers. Pleasant relationships prevail, although occasionally pupils' over-enthusiastic or noisy behaviour is not controlled well enough and they lose concentration. Teachers encourage pupils to be independent and to work collaboratively as appropriate. They place a good emphasis on investigative and problem-solving work. Pupils' work is marked regularly and oral feedback is given to them. The quality of the teachers' written comments on pupils' work is inconsistent, so that pupils vary in how well they are informed about what they have done well and what they can do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is covered well and is supplemented by a very good range of extra activities such as clubs and visits.
Provision for pupils with special educational needs	Good. Pupils' needs are identified and supported well. Pupils have good individual education plans that are used well by staff and reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school caters well for the wider development of its pupils, especially in its promotion of social and moral education. In particular, this good social and moral provision enables pupils to work well together in pairs and groups.
How well the school cares for its pupils	Good. There are effective procedures to ensure pupils' welfare, health and safety, and their academic progress is monitored well.

The school plans its curriculum well. It teaches the nationally recommended areas of learning for children in the Foundation Stage (the Reception class) and all subjects of the National Curriculum in Years 1 to 4. These subjects are enhanced well by programmes of personal, social and health education and citizenship. The school liaises well with other first and middle schools to ensure that the curriculum is taught efficiently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and works closely with the new deputy head. The recent staff changes have resulted in a lack of continuity in how the staff as a whole have contributed to the management of the school; this is an area for improvement.
How well the governors fulfil their responsibilities	Governors give well-informed and active support to the school. They know it well and ensure that legal requirements are met.
The school's evaluation of its performance	Satisfactory. The school increasingly analyses how well it is doing and uses this information to raise standards. The written development plans communicate the current priorities well. The headteacher and governors also take an appropriate long-term view and are incorporating this into their written plans more formally.
The strategic use of resources	Good. The school's resources are administered well. Financial planning is efficient and the budget is directed to areas of priority.

The school has experienced turbulence in its staffing over the past two years, but has worked hard to minimise the adverse effects of this on its pupils. Indications are that the staffing situation should stabilise next term and there are appropriate plans to train new staff and enable the entire staff team to work together in the school's further development. The school increasingly applies the principles of best value to its spending decisions by questioning its performance, comparing itself with other schools and setting relevant targets for the future.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • Behaviour is good. • Expectations of pupils are high. • Children are helped to become mature and responsible. • Children make good progress • Staff are approachable. • The school is led and managed well. • Parents are well informed about how their children are getting on. 	<ul style="list-style-type: none"> • The recent high number of staff changes. • The range of activities outside lessons. • Amounts of homework.

The parents of 52 pupils (43 per cent) responded to the pre-inspection questionnaire and 17 parents attended the meeting with inspectors. The inspection team agrees with most of the parents' positive views, but feel that expectations of the most capable pupils could be higher at times – a current priority for improvement in the school. Inspectors share parents' concerns about staffing, but feel that the school has managed this difficult situation well in the circumstances. Inspectors consider that the homework arrangements are satisfactory. The level of extra activities, such as visitors to the school, clubs and trips, is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The oldest pupils reach above average standards in English and mathematics

1. The inspection focused on pupils' standards in the key areas of literacy and numeracy. It finds that the oldest pupils have made good progress over their time in school and have reached standards that are above those expected for their age.
2. There are no nationally reported tests for pupils at the end of Year 4 and so it is not possible to comment on how pupils in the school have done when compared with those in all other schools. However, the school carries out the national non-statutory annual tests in English and mathematics each year. It supplements these with regular assessments of pupils' reading and spelling ages and with other standardised tests in both subjects. These indicate that pupils in Year 4 have done well in recent years. In 2002, the previous group of Year 4 pupils achieved results that were above the county averages in reading and mathematics. The results in mathematics were particularly good. Teachers' testing and assessments of the pupils who are currently in Year 4 indicate that these above average standards continue. Almost all pupils have 'reading ages' that are higher than their chronological age and they perform very well in mathematics tests.
3. Inspection observations also show that pupils attain above expected levels in Year 4. Overall attainment in English is above average. The pupils are confident and articulate speakers and are given many opportunities to express their ideas. They have a wide vocabulary. They describe both familiar and unfamiliar experiences well. For example, they talk and write with empathy and sensitivity about the experiences of children during the Second World War. This is evident from their work on evacuees in history and from their descriptions of the book *'The Silver Sword'*. They enjoy experimenting with language. A lively session was seen in which a group of pupils shared favourite poems with their teacher, performing them with obvious enjoyment. Pupils' reading standards are well above average. Almost all tackle a range of texts well, such as the extended novels many are reading and the non-fiction books they choose for personal study. They are establishing independent choices and preferences in literature and talk knowledgeably about favourite authors, genres and characters. Many read widely and for enjoyment at home as well as at school. The school provides regular times for pupils to practise and extend their understanding and skills, both as part of daily literacy lessons and in sessions devoted primarily to independent or group reading.
4. The pupils in Year 4 write well for their age. All write independently and often at considerable length. Their work is valued by their teachers, who expect high standards of presentation. The activities planned for this age group include a wide range of creative writing, grammar and factual writing and good attention to skills such as spelling and handwriting. Pupils' attainment is promoted well by skilful teaching. For example, a lesson was seen about winter poetry in which the teacher presented contrasting and challenging poems to the pupils in a way that made them accessible. The presentation stimulated the pupils' interest in their own subsequent work.
5. Standards in mathematics are above average. Pupils' work this term shows that they cover the range of activities required by the National Curriculum. At the time of the last inspection, key areas for improvement were mental calculation and pupils' recall of number facts. These are now better. In the mathematics lesson seen with this age group, the pupils showed flexibility and speed in solving number puzzles when adding, subtracting and multiplying numbers on dice. They spot patterns in numbers and predict sequences. A secure knowledge of the simpler multiplication tables aids their pace of working. They are confident in using and explaining a range of strategies when solving problems. Their

attainment is promoted well by good teaching. The teacher seen had high expectations of the class and good subject knowledge. A particularly successful element of the lesson was the oral/mental introduction, which provided a brisk check of pupils' prior understanding and consolidated and extended previous learning.

6. Pupils' literacy and numeracy skills by this age are developed well and equip them to cope with the demands of the wider curriculum. They are able to apply these skills to lessons in other subjects as appropriate.

The school encourages pupils' personal development well, so that they have positive attitudes to school, behave well, form good relationships and learn well together

7. The pupils have good attitudes to school. Almost every parent who responded to the pre-inspection questionnaire said that their children enjoy school. The oldest pupils confirmed this in discussions with the inspectors. Pupils are eager to come to school and attendance levels are well above the national average. Pupils are keen to learn. The school retains a 'family feeling' and is valued as a key part of the local community. It maintains close links with the local church and the parish.
8. The school's overall provision for pupils' personal development is good and is successful in making it an orderly and productive place for its pupils to work and play in. Its good moral and social provision enables pupils to co-operate well. This has a positive impact on pupils' attitudes to learning and the relationships they make, which contribute to the quality of their education and general development.
9. The adults in the school provide good role models for the pupils. They communicate their expectations of pupils' behaviour well to the parents, who are happy with the attitudes and values that the school promotes. Pupils develop good levels of confidence. They are keen to take part in discussions in class and to answer questions. They know that their contributions are valued by their teachers and respected by their classmates. Relationships are good at all levels and the school has a relaxed and friendly atmosphere. Pupils behave well in the classroom, when moving around the school and in the playground. Boys and girls mix well and pupils of all ages show respect for others. The older ones make sure that younger pupils are looked after well. Playground supervision is efficient. The pupils speak of an absence of oppressive behaviour; they have confidence in the staff and say that they help them to sort out any problems.
10. Pupils work well independently, in pairs or small groups and as part of large gatherings. In all age groups, they are sensible enough to work alone if required and take initiative in their work. They co-operate well with others in paired or group work without interrupting their classmates unduly. On occasions such as assemblies, they show appropriate behaviour, such as in a whole-school practice for their Christmas concerts. Assemblies are used well to celebrate good behaviour and pupils' achievements. Their work is valued and particularly good examples are displayed in classrooms, around the corridors or in a special place in the hall. The school has plans to set up a School Council so that pupils' views may be sought and shared more formally.

The school is led and managed well by the headteacher, deputy head and the governors

11. The headteacher has a clear vision for the continuing development of the school. A new deputy head has recently been appointed and works closely and harmoniously with the headteacher. The headteacher took over the school at the beginning of a period of considerable staff change. Several staff have left the school as a result of promotion, relocation, retirement or illness. Most changes have been the result of circumstances outside the control of the school. They have been dealt with as efficiently as possible to minimise the disruption to pupils.

12. The headteacher is well respected. She provides good pastoral and academic leadership for the pupils and professional support for the staff team. Together with the deputy head, she has prioritised the programme of monitoring and development for the school, in the light of its staffing difficulties. Key areas such as literacy, numeracy, special educational needs and health and safety are checked and managed well. The senior staff work closely with the rest of the teachers to check the standards of pupils' work and carry out analyses of how well the school performs compared with others nationally and locally.
13. The governors are active and well informed. They give the school considerable support and bring a wide range of expertise to their meetings. They have an appropriate committee structure that ensures that individuals and groups of governors are involved in monitoring the working of the school and its continuing improvement. Governors have a good understanding of the strengths of the school and of how it can develop. Their discussions include both short-term priorities and the longer-term strategy. Parents are represented well on the governing body and take a close interest in its work. The governors question critically what the school does and consult widely in establishing priorities for future action.
14. The school's budget is managed and administered efficiently. It forms an integral part of the headteacher's and governors' discussions about future development. Plans are linked well to the deployment of available resources. Currently, the school has a high carry-forward balance in its budget, but there are good reasons for this and the headteacher and governors have appropriate plans for how it will be used.

The curriculum is good and supplemented very well by extra activities

15. The school offers its pupils a rich curriculum. It teaches the recommended areas of learning to the children in the Foundation Stage (the Reception year group) and uses national guidance in its planning. All the required National Curriculum subjects are taught to pupils from Year 1 to Year 4. The long-term planning for these subjects is efficient. It includes effective implementation of the National Strategies for Literacy and Numeracy. Good use is made of national initiatives such as Early Literacy Support and Springboard mathematics support. In planning other subjects, the school makes sensible use of nationally available units of work and of the schemes of work suggested by the local education authority. These cater soundly for the mixed-age and mixed-key stage classes. There is good liaison with other first schools locally and with the middle school to which most pupils transfer. This keeps the teachers in touch with good practice and promotes effective continuity in pupils' learning; for example, by ensuring that pupils do not duplicate the same work in subjects such as history and geography in both their first and middle schools.
16. The statutory curriculum is enhanced by lessons in areas such as personal, social and health education, and citizenship for all age groups. These make a good contribution to pupils' overall personal development. There is a strong environmental strand to the curriculum and the school makes good use of its site and grounds to further this by establishing features such as a bird hide and wildlife area.
17. In their pre-inspection contacts with inspectors, a substantial minority of parents expressed the view that the school does not provide enough extra activities for its pupils outside lessons. This view was investigated by the inspection team. Inspectors consider that, given the age of the pupils, levels of extra activities are very good. Interest clubs are run in subjects such as French and gardening at lunchtime, so that pupils who live some way from the school can participate. Pupils take part in local sporting tournaments, such as football, skittleball, 'kwik cricket' and swimming. The school maintains its own outdoor swimming pool so that pupils have regular access to this facility in good weather. There

are growing links with local sports initiatives such as those run by a professional football club. The school has recently joined a national scheme which aims to support physical education by linking schools to set up clubs and give wider opportunities for pupils than are currently available. Pupils take part in visits near the school and over a wider area, such as those to the local church and a frozen-food factory. Pupils in Year 4 are invited to attend a residential stay at a computer and outdoor activity centre. Visitors, such as an author and dance groups, are welcomed into the school to provide additional activities linked to topics under study.

18. The breadth of the school's provision gives pupils a stimulating range of learning opportunities that cater well for their academic, social and physical needs.

There are high levels of care for pupils and effective attention to their welfare and safety

19. The school is a caring and orderly place. There are effective procedures for ensuring pupils' welfare, health and safety and these are implemented well by staff and governors. Regular risk assessments are carried out, as are the routine checks and servicing of school equipment. Staff have taken part in recent 'School Safe' training.
20. Levels of pastoral care are high. Pupils who are unwell or upset are looked after promptly and kindly. Appropriate records are kept of illness or accidents, and staff are aware of any on-going medical conditions among the pupils. Procedures to ensure child protection are good and communicated well to all staff. Pupils' attendance is monitored well. Staff ensure that there has been contact with a pupil's home on the first day of any absence. The local education welfare officer works with the school to check attendance.
21. The school's induction arrangements for parents and pupils are effective. Teachers liaise with parents and children and with the local playgroup. Parents feel well informed about the school when their children are admitted. Pupils' personal and academic development is monitored well. There are good contacts with the parents of pupils with special educational needs. These pupils' records are kept efficiently and reviews of progress take place regularly, with appropriate participation from the pupils, their parents and any relevant outside agencies.

The school works in a close partnership with parents

22. Most parents who responded to the inspection with their views of the school are pleased with its provision. Almost all the parents who returned the pre-inspection questionnaire agreed that:
 - their children enjoy school;
 - behaviour is good;
 - expectations of pupils are high;
 - children are helped to become mature and responsible;
 - children make good progress;
 - staff are approachable;
 - the school is led and managed well;
 - parents are well informed about how their children are getting on.
23. Parents feel comfortable about visiting the school. They mention the friendly welcome they receive from the administrative assistant or the headteacher on arrival. They appreciate the opportunities made available by all teachers to discuss children's progress on an informal basis. Most are satisfied with the more formal parent-teacher consultations and the good written reports. Levels of information for parents are good. Documents such as the prospectus and annual governors' report are well presented, readable and

informative. Day-to-day events and information are communicated well through letters and the regular newsletters.

24. Parents are active and supportive in the school through channels such as the Parent Teacher Association. Significant funds are raised and social contacts are promoted well. Recent projects to benefit the pupils have included improvements to the outdoor site and financial support for educational visits. Parents give good support to the school's homework provision by hearing their children read regularly and encouraging home study on projects that are linked to work in school.
25. The school is successful in maintaining a good working partnership with its parents. This benefits the quality of learning and the quality of life for the pupils.

WHAT COULD BE IMPROVED

The planning, management and assessment procedures used by the teachers in some lessons

26. During the inspection, all the lessons seen were at least satisfactory and just under half were good. While all the lessons promoted pupils' progress, aspects of several of those that were judged satisfactory could be improved to bring them nearer the better teaching seen in the school.
27. Teachers have clear overall objectives for their lessons. This aspect was an area identified for improvement by the last inspection that has been acted on successfully. Lessons often have separate objectives identified for the two different year groups in each class. The objectives are shared with pupils clearly, so that they know what they are expected to learn. However, the objectives are not always then translated into a range of activities that promote the efficient learning of pupils with the full range of attainments in each class. This affects the more able in particular, but also applies occasionally to the lower attainers. In several of the lessons seen, there was not enough separate planning for the most capable pupils in the class. As a result, these pupils did not have enough challenging work to do while the teacher catered for the rest of the class. While lower-attaining pupils are often given additional adult support with their work, occasionally the introductory tasks in lessons are too difficult for them to understand and they do not make the best use of their time.
28. As outlined above, pupils have positive attitudes to school and behave well. They are, however, occasionally rather noisy or unsettled in class and this affects their concentration, their ability to listen to others and the smooth progression of their learning. Teachers vary in how effective they are in controlling these aspects of behaviour. In the best lessons, pupils are controlled in a positive, calm way and humour is used by the teachers to good effect. In less successful lessons, the teachers do not pick up soon enough on pupils' loss of concentration or use ineffective techniques to control it.
29. The school has better systems for assessing pupils' progress now than at the time of the last inspection, when this was a key area for improvement. There are still, however, considerable variations in the quality of teachers' day-to-day marking and feedback to pupils. In general, pupils' work is marked regularly. In the best practice, teachers' marking shows pupils where they have been successful. Written comments summarise the progress that has been made. The teachers also point out a reasonable number of errors and indicate how the pupils can improve their work. This good marking and feedback are not yet consistent in all the classes.

The effectiveness of the class teachers in contributing to the management and development of the school

30. The last inspection of the school found that, while the teaching staff had areas of management responsibility delegated to them, their roles as subject leaders were not fully developed. This remains the case. The staffing difficulties that the school has experienced over the past two years are acknowledged above. Experienced, 'retired' teachers who have stepped in to take classes have helped the school considerably. At times, however, the school has found it difficult to recruit long-term supply teachers or to cover absence at short notice. Understandably this has caused problems for staff, parents and pupils. In pre-inspection contacts, it was the issue raised by most parents as an area of concern. While the school has continued its regular programme of training and professional development, the many staff changes have led to a lack of continuity in initiatives for improvement.
31. Indications are that the school is entering a more stable phase. The headteacher and her new deputy work well as a team. They have taken over the co-ordination and monitoring of key areas such as literacy, numeracy, assessment and special educational needs. This has given them both a heavy workload, but they have identified well the school's next priorities for development. Two appointments of full-time teachers have been made for next term and the school will then be fully staffed with permanent teachers. The staff will represent a broad and relevant range of experience and expertise and the school should be well placed to move forward.
32. The headteacher and governors have rightly identified the establishment of staff roles as in need of urgent action. At present, the staff changes have meant that several subjects and other aspects of school management do not have a co-ordinator who has sufficient experience of how the school works, or sufficient knowledge of current standards and provision. There has been too little continuity in this area over the past two years and too much reliance on the senior management team to monitor the school's work and identify how it can be improved. The role of other staff in contributing to the school's management continues to be under-developed and is not contributing enough to monitoring standards and improving provision in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to improve the overall quality of education and raise standards further, the headteacher, staff and the governing body should:

- improve the consistency of teaching by:
 - ensuring that short-term plans take sufficient account of the full range of attainment in the class;
 - reviewing how teachers plan extension and challenge for the more able;
 - ensuring that teachers control pupils' less settled behaviour effectively;
 - building on the good practice in marking and feedback, as planned, so that pupils in all classes are aware of their successes and of areas for further improvement;

(paragraphs 26 – 29)

- improve the effectiveness of the staff team, as planned, by:
 - ensuring that subjects and other aspects of the school are delegated appropriately;
 - providing staff with training in how they can lead their areas of responsibility effectively;
 - ensuring that staff have sufficient opportunities to monitor and develop their areas of responsibility.

(paragraphs 30 – 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

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

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	0	5	7	0	0	0
Percentage	0	0	42	58	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 eight percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y4

Number of pupils on the school's roll (FTE for part-time pupils)

112

Number of full-time pupils known to be eligible for free school meals

16

FTE means full-time equivalent.

Special educational needs

YR – Y4

Number of pupils with statements of special educational needs

2

Number of pupils on the school's special educational needs register

4

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

7

Pupils who left the school other than at the usual time of leaving

1

Attendance

Authorised absence: 2001/2

	%
School data	4.3
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)

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	12	12	24
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	11	11	11
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	96 (100)	92 (100)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	11	11	11
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	92 (100)	96 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
113	0	0
0	0	0
5	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	30
Average class size	30

Education support staff: YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	122

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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.

Financial information

Financial year	2001/2002
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	£
Total income	282,823
Total expenditure	263,813
Expenditure per pupil	2,235
Balance brought forward from previous year	16,869
Balance carried forward to next year	35,879

Results of the survey of parents and carers

Questionnaire return rate: 43 per cent

Number of questionnaires sent out	121
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	0	2	0
My child is making good progress in school.	54	38	8	0	0
Behaviour in the school is good.	49	49	2	0	0
My child gets the right amount of work to do at home.	42	37	17	4	0
The teaching is good.	52	35	6	4	4
I am kept well informed about how my child is getting on.	41	49	2	8	0
I would feel comfortable about approaching the school with questions or a problem.	77	15	6	2	0
The school expects my child to work hard and achieve his or her best.	62	33	2	0	4
The school works closely with parents.	52	37	4	8	0
The school is well led and managed.	60	31	4	6	0
The school is helping my child become mature and responsible.	56	37	6	0	2
The school provides an interesting range of activities outside lessons.	29	23	33	8	8

Other issues raised by parents

Several parents expressed concern about the effects of recent staffing changes on their children's education.