

# INSPECTION REPORT

**Codnor Community Church of England Voluntary  
Controlled Primary School**

Codnor, Ripley

LEA area: Derbyshire

Unique reference number: 131156

Headteacher: Mr. S. P. Bower

Reporting inspector: Mr. M. Massey  
23785

Dates of inspection: 25 – 26 March 2003

Inspection number: 248828

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 controlled
Age range of pupils:	3yrs –11yrs
Gender of pupils:	Mixed
School address:	Whitegates Codnor Ripley Derbyshire
Postcode:	DE5 9QD
Telephone number:	01773 742537
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. M. Cooper
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Codnor Community Church of England Voluntary Controlled Primary school is situated in the village of Codnor, in Derbyshire. It is bigger than other primary schools, with 306 pupils on roll, including the nursery, 155 boys and 151 girls. Pupils come from a wide range of family backgrounds. The proportion of pupils eligible for free school meals is about average, at around 11 percent. There are no refugee pupils and very few pupils who do not speak English as their first language or who are from a traveller background. Around 10 percent of pupils have been identified as having special educational needs; the most significant area of need is for pupils with speech and communication difficulties. The percentage of pupils with statements of special educational needs is below average. Children enter the school full time in the September after their fourth birthday, if their fourth birthday is before the end of April. Pupils born after this start full-time in January. Children start in the nursery part-time in the term after their third birthday. On entry to the Nursery, the children's attainment covers a wide range but is below average overall.

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

Codnor Community Primary School provides pupils with a very good start to their learning. Pupils make very good progress during their time at the school and, as a result, standards are well above average in English and mathematics and above average in science. Teaching is consistently good throughout the school, with some very good and excellent teaching, particularly for older pupils. The headteacher provides good leadership and gives the school a clear sense of direction. He receives good support from senior staff and governors. The school provides very good value for money.

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

- The good leadership provided by the headteacher, with the support of senior staff and governors, provides a clear sense of purpose and way forward for the school.
- The teaching is consistently good and the pupils do very well.
- The pupils receive clear and consistent guidance from staff and, as a result, they have a mature and responsible attitude to their work and one another.
- The school has established a very good relationship with parents.

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

- Higher attaining pupils could be more consistently challenged in mathematics at Key Stage 1.
- A whole school approach to monitoring the work in pupils' books would help subject leaders to have a clearer view of developments in their subject.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved well since it was last inspected in January 1998. At the time of the last inspection, the school had only very recently been opened as a result of an amalgamation of two schools. Since then, the school has done exceptionally well in forging a closer link with parents, who are very appreciative of the open and supportive approach adopted by the school. Assessments are now used well to support teaching and the headteacher has developed a good system for monitoring the quality of teaching in the school. A new computer suite has been established and this has led to a good improvement in standards in information and communication technology. The school improvement plan now contains long term goals for development and has a clear focus on raising

standards. Standards have improved well since the last inspection and the present group of pupils in Year 6 are expected to maintain this high level. The school has also worked very hard and successfully to improve the pupils' understanding of other cultures and to ensure that standards in design and technology are maintained at a high level.

## 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
	2000	2001	2002	2002
English	C	B	B	B
Mathematics	B	C	A	A
Science	C	B	C	B

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards for pupils completing Year 6 have risen in line with the national average over the last five years. The targets for pupils completing Year 6 are challenging and pupils are in line to achieve these targets. In 2002, national test results for pupils at the end of Year 2 showed that, compared to all schools and to similar schools, standards were above average in writing, average in reading and below average in mathematics.

Younger children achieve well in their time in the Nursery and Reception classes. By the time they complete the reception year, they are in line to meet the expected standards in communication, language and literacy, mathematical development, personal and social development and physical development. Children are making good progress in creative development and their knowledge and understanding of the world. National test results for pupils at the end of Year 2 show that in 2002 standards were above average in reading, average in writing and below average in mathematics. For the present group of pupils in Year 2, standards have improved since last year. They are above average in reading and writing and average in mathematics and science. This shows that the emphasis given by the school to improving standards in writing and mathematics is having an impact. By the time the pupils leave the school at the end of Year 6, they do very well in English and mathematics and they are reaching standards that are well above average in these subjects. The pupils have very good skills in mental arithmetic and they solve mathematical problems confidently. In English, they use language very well to make stories interesting for the reader. The very good teaching that pupils receive in Years 5 and 6 and the successful arrangements that the school makes to support the pupils through its booster work in Year 6 are significant factors in the high standards achieved. In science, standards are above average. The pupils have a good scientific knowledge and have a very good understanding of how to set up investigations and carry out a fair test.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils try hard in their lessons and show an obvious enjoyment in their work in subjects like science and information technology.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. Their behaviour in the dining room and playgrounds is good and, consequently, pupils feel secure and happy in school.
Personal development and relationships	Very good. Pupils are happy to take responsibility for their actions. They get on very well together and respond well to adults, showing a growing maturity as they get older.
Attendance	Satisfactory. Attendance is in line with the national average. Pupils arrive in school on time and quickly settle to their work.

The very good relationships that exist in the school are established in the Nursery class and continue throughout the school. By the time pupils are in Year 6, they have developed a growing maturity that enables them to relate easily and confidently to adults and other pupils.

## TEACHING AND LEARNING

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

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

The quality of teaching in the Nursery is excellent. Lessons are well organised, enabling children to make independent choices whilst ensuring that they receive specific teaching in small groups to improve their skills in areas such as mathematics and language development. In the Reception classes the teachers continue to focus successfully on developing the pupils' skills in mathematics and English, whilst maintaining the broad curriculum recommended for this age group. The teachers work very hard to ensure that the outdoor play provision is well organised and thoroughly enjoyed by the children.

Teachers in Years 1 and 2 have worked very hard on developing pupils' skills in English and they have achieved this goal successfully. Pupils are given good opportunities to write and the National Literacy Strategy is used well by the school. Although teachers' planning is generally good, there are not enough opportunities for higher attaining pupils to be challenged and extended in mathematics. In Years 5 and 6 the teaching of English and mathematics is very good. Lessons are carried out at a good pace and the activities successfully challenge the pupils' thinking. The booster work in Year 6 for mathematics and English is very effective and makes a significant contribution to the standards achieved in the school. In these lessons, teachers match the activities very well to the pupils' needs. Consequently by the time pupils leave the school in Year 6 they have made very good progress in their learning. Higher attaining pupils are encouraged to extend their thinking and they do very well. The teaching of science is good and lessons are well planned to give pupils opportunities to carry out their own investigations. Throughout the school, teachers' classroom management skills are very good and they have a good subject knowledge in mathematics, science and English. The teaching of literacy and

numeracy is good. The pupils with special educational needs receive good support from classroom assistants and teachers, and they make good progress.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The Nursery provides a stimulating and lively learning environment. Throughout the rest of the school there are very good opportunities for pupils to experience a broad range of activities and there is some very good work in subjects such as design and technology.
Provision for pupils with special educational needs	Good. Classroom assistants are used very well to support younger pupils in developing their English and mathematical skills.
Provision for pupils with English as an additional language.	Good. Pupils receive appropriate support and are fully integrated into lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils receive clear guidance on how to behave and work with others. Good links have been established with children in other countries to promote cultural awareness. Pupils' personal development is very good.
How well the school cares for its pupils	Good. Assessments are used well to support pupils' learning. The school has created a safe and caring environment where teachers know and support pupils well.

The school has developed a very good relationship with parents, who are made to feel welcome and are happy to approach the school with any problems or suggestions.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear view of how he wants the school to develop and he has brought about some significant improvements since the school was amalgamated. He is well supported by the deputy head and other senior staff.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of how well the school is doing. They receive good information from the headteacher and other staff and through their visits to the school. They know the areas that the school is trying to develop and give good support to the headteacher and staff in their efforts.
The school's evaluation of its performance	Very good. The results of National Curriculum tests are used to identify areas for improvement and the school has developed its own very effective systems for supporting identified groups of pupils in order to increase their rate of progress.
The strategic use of	Good. In spite of a low budget allocation per pupil, the school is well

resources	resourced and classroom assistants are used effectively to support learning. The school applies the principles of best value well.
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The headteacher, with the strong support of the deputy, has succeeded in creating a cohesive school with a clear idea of what it wants to achieve. This means that the school is well placed to progress further.

#### **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>• Children like school and make good progress.</li> <li>• Behaviour in the school is good and children are expected to work hard.</li> <li>• The teaching is good and parents are kept well informed about how their children are getting on.</li> <li>• The school works closely with parents and parents are comfortable approaching the school with questions or problems.</li> </ul>	No significant areas were identified.

The team fully agrees with the positive views expressed by parents.

## **PART B: COMMENTARY**

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

**The good leadership provided by the headteacher, with the support of senior staff and governors, provides a clear sense of purpose and way forward for the school.**

1. Since his appointment to the newly amalgamated school just before the last inspection, the headteacher has provided strong leadership. With the support of the deputy, he has succeeded in giving the school a clear identity and high standing in the community. Together they have worked hard and successfully to make parents feel welcomed in the school and provide a secure and happy learning environment for pupils. At the same time, standards have risen steadily and pupils now do very well in English and mathematics. This is because the headteacher, with the support of senior staff, has organised the curriculum and teaching time to ensure that identified pupils receive the necessary support to enable them to learn effectively; for example, through the use of classroom assistants in Years 1 and 2 and booster classes in Year 6. He has initiated a very good system for monitoring teaching and appropriate feedback is given to staff, identifying their strengths and any areas for improvement. School assessment data is used before classroom observations and in discussion with the teachers to ensure that a clear focus for the observations is agreed. This is good practice. The deputy and Key Stage 1 co-ordinator also monitor teaching as part of the performance management system in the school. The headteacher has also arranged for all subject co-ordinators to have release time, on a rolling programme, in order to visit classes and observe teaching. This gives co-ordinators, and other senior teachers, a good idea of how their subject is being taught throughout the school. It has enabled the mathematics co-ordinator to identify the need to improve standards for higher attaining younger pupils. Subject co-ordinators give a summary of their findings to the governors and make suggestions for improvements. In this way governors receive good information from senior staff about developments in the school and co-ordinators are allowed to make good use of their skills and knowledge. They are happy to take responsibility for developments in their subject and are fully committed to the high standards promoted by the headteacher.
2. The school improvement plan has improved well since the last inspection. It is now clearly focused on raising standards, provides good direction to the school and is an effective management tool. Although the plan is clearly focused on areas like literacy and numeracy, other subjects such as art and developing cultural awareness are included. This is reflected in the work seen around the school and ensures that good standards in other subjects are maintained. The priorities in the plan are evaluated every year and a list of successes is drawn up. As well as celebrating successes, areas for further development are also identified. One of these, the need to improve pupils' problem solving abilities, is being very effectively addressed in mathematics. These evaluations give the school a good idea of whether the money spent on developments is having the desired impact of raising standards.
3. The governing body do well. They are kept fully informed by the headteacher, deputy and other subject co-ordinators about developments in the school. Governors have a good understanding of how well the school is doing compared to other schools, through their discussions about the National Curriculum test results. They have established a good link between priorities in the school improvement plan and performance management targets for the headteacher. The visits carried out by governors, for example to look at the work carried out in mathematics and English, help them to build a clear picture of how well the school is doing. Their understanding of assessment information and knowledge of how the school works mean that they can make an appropriate contribution to priorities for development in the

school improvement plan. The school finances are monitored carefully and governors are very aware of the restrictions imposed by the current budget.

**Teaching is consistently good and pupils do very well.**

4. The quality of teaching is good throughout the school. This has been maintained since the last inspection.
5. There is some excellent teaching in the Nursery. This is because the teacher has a very clear understanding of the needs of younger children. The classroom is well organised and activities are stimulating and excite the children's interest. There is an air of quiet purpose in the room, with all the staff understanding their role. Classroom assistants work very well with the teacher and there is a team approach to learning that benefits the children. Direct teaching activities are carried out in small groups, and in this way, children begin to learn how a book is organised and they are given good opportunities to talk and to begin predicting outcomes from picture books. The staff are skilled in letting children make their own choices at the appropriate times and they let them develop their own physical skills on the climbing apparatus outdoors. This gives children confidence in their own physical abilities and their development in this area is very good. The children are already counting and ordering numbers up to six and they enjoy the mathematical activities that are set out for them. They are well on their way to reaching the expected levels for children at the end of the Reception Year. Teaching in the Reception Year is made more difficult by the mixed age groups in the class and the movement of children from the Nursery during the course of the year, due to the school intake arrangements. These factors make the teachers' planning difficult. However, the teacher manages to balance the needs of the Reception children with the Year 1 pupils in the class. As a result the children in the Reception year continue to make good progress and are expected to reach the recommended levels by the end of the year. A single year group in the class and one point of entry in the year could improve children's attainment in the Reception class. However, due to budget constraints and intake arrangements this is largely outside the school's control at the moment. In Years 1 and 2 there has been a drive to improve standards in writing and mathematics. This has been successful, although more could be done to improve the standards for higher attaining pupils in mathematics. Teachers have worked very hard to improve pupils' writing and this is reflected in their planning which has clear learning objectives. The support programme for identified pupils is good and has a positive impact on the standards attained. Pupils' writing is well organised and the majority of pupils write in sentences with a clear, legible script. Higher attaining pupils are beginning to use punctuation accurately within their sentences. In mathematics, pupils work confidently with numbers up to 100. They measure accurately in centimetres and can tell the time using a quarter past and a quarter to the hour.
6. There is a high proportion of very good teaching for older pupils in Years 5 and 6. In these classes teachers have a very good relationship with pupils and high expectations of their behaviour and abilities. The older pupils respond well to this. The teachers are able to share their humour with the pupils, who respond in a mature way, and this helps to make the lessons enjoyable for everyone. However, the main characteristic of the teaching is the very good knowledge that the teachers have of the pupils' learning needs. Lessons are planned so that the work is developed according to how successful the previous lesson was. The very good subject knowledge that teachers have is used to devise original activities that build on the previous work, engage pupils' interest and extend their learning. Many of these activities are

original and devised by the teachers and the use of published worksheets is kept to a minimum in lessons such as English and mathematics. In English, the pupils make very good use of language in their writing to add interest and variety to their stories and poems through the use of personification and alliteration. The pupils' punctuation is good and their writing is well organised, with pupils using paragraphs appropriately. Higher attaining pupils understand how to give their writing more impact through the use of various techniques, such as bullet points. A very good example of the pupils' mature attitude to work is seen in science lessons, where they set up their own activities and co-operate well in groups to carry out investigations. They have a good knowledge of fair testing and make very good use of the skills learned in English and mathematics to record their findings. The results are sometimes recorded by pupils using their computer skills.

7. The use of booster classes for older pupils is very good and is a major factor in the high standards achieved. Learning accelerates significantly for pupils when they are in Year 6 because of the very good teaching and the use of booster classes. The small group of pupils, usually around 10 or 11, who receive intensive support make very rapid progress. The teaching is well organised and enthusiastic and the teacher is thrilled to see pupils enjoying their learning and making such good progress. Many of the pupils in this group are in line to achieve the expected standards for pupils at the end of Year 6. Because the support group is not present in the main class, the teacher there can plan more focused activities that really stretch the pupils. In these lessons, the pace is brisk and pupils work very hard. In mathematics, the pupils have good mental arithmetic skills, which they demonstrate by working out the areas of regular shapes quickly and accurately. They can work out the areas of compound shapes in their books and are good at problem solving; for example, by working out the price of carpeting a room at ten pounds per square metre for an irregularly shaped room. Higher attaining pupils work out the cost in their heads, with a ten per cent discount.
8. Throughout the school, the teachers' classroom management skills are very good and pupils behave well. This results in lessons where pupils make good progress, because they are free to concentrate on their work without being disturbed. Because the atmosphere in the lessons encourages pupils to work hard, they concentrate well and are productive. This means that they are practising the skills that they have learned in lessons like English and mathematics, which is important if they are to improve. The teaching in Years 3 and 4 lays a good foundation in this way and enables the pupils to acquire the skills needed to attain the high results seen at the end of Year 6. Throughout the school the teachers have a good subject knowledge. They plan their lessons carefully and ensure that lessons are carefully structured and have clear objectives. Because of this, pupils gain a good grounding in the basic skills in subjects like English, mathematics and science. This provides a sound platform for later learning and enables work in the booster classes to be effective.
9. Pupils with English as an additional language or on the school's register of special educational needs make good progress and many of them are in line to achieve the standards expected of pupils when they are in Year 6. Children in the Nursery receive good support from the teacher and classroom assistants during lessons. The teachers use assessments well to identify groups of pupils who would benefit from extra support. These pupils are given strong support from classroom assistants, who work on well-planned support programmes to improve pupils' skills in English and mathematics in Years 1 and 2. This is a good initiative that is aimed at identifying pupils who need support at an early stage of their education. This means that the pupils' self-confidence, as well as their learning skills, improves. Throughout the school, teachers give good support during lessons. Activities are well matched to pupils' needs and, where appropriate, additional classroom support is available. This means that the pupils are fully involved in lessons and have access to the full curriculum.

**Pupils receive clear and consistent guidance from staff and as a result they have a mature and responsible attitude to their work and one another.**

10. The staff expect pupils to do well in their work and behave sensibly and thoughtfully towards one another. The pupils respond well to these expectations and, as a result classrooms provide a good working environment where pupils can concentrate on what they are doing. This means that they produce a good amount of work, reinforcing skills that they have learned in the lessons. This positive attitude to work on the part of the pupils is an important factor behind the very good progress that they make in their time at the school.
11. The teachers and classroom assistants have a good relationship with pupils. This is developed through a respect for the pupils as individuals and an understanding of their needs. There are some excellent examples of this in the Nursery class, where routines are very well established. The atmosphere in the classroom is quiet and orderly with children selecting some of their own activities confidently. The children have a clear understanding about sharing equipment and working together so that activities in the sand tray or outdoors are enjoyable and give children the opportunity to socialise in a supportive atmosphere. The teachers maintain these expectations in Years 1 and 2, as the pupils become more mature and able to concentrate for longer periods of time. As a result, they are well prepared for the longer periods of concentration required in the National Literacy and Numeracy strategies.
12. By the time pupils are in Years 5 and 6 they have developed a maturity that enables them to get on well with one another and work hard for long periods of time. In lessons such as science, they are provided with good opportunities to develop their social and personal skills. They work happily together in groups and one of the features of this work is the mature way in which pupils discuss what they are going to do and the outcomes of their investigations. Their good behaviour means that the teacher can trust them to set up their own investigations and select their own materials. The pupils respond well to the trust put in them. They respond well to humour and praise and are pleased when they complete their work successfully. They wait patiently and talk to their friends quietly when waiting for lunch and eating in the dining room.

**The school has established a very good relationship with parents**

13. The relationship with parents has improved significantly since the last inspection, when it was identified as an area of concern. The relationship with parents is now a strength of the school. This is due to the very committed and hard work put in by the headteacher and deputy, with the total support and encouragement of the governing body and other staff. Parents are made welcome in the school. A number of parents help out in the school on a regular basis and many of the governors are themselves parents. A good indication of the relationship with parents is seen when parents bring their children into the Nursery. They are welcomed into the classroom and time is taken by staff to talk to them. The results of the parents' questionnaire shows that parents feel comfortable approaching the school with problems or questions and the vast majority of parents feel that the school works closely with them. At the meeting for parents before the inspection, the parents' views were extremely positive. The parents were very appreciative of the "open door" policy operated by the school, which gives them quick and easy access to staff if they want to discuss any issues. They particularly commented on the improved relationships that have been established since the last inspection, saying that the atmosphere now was much "warmer". The parents who helped in the school also commented that they felt appreciated and were used well to support children in a variety of ways. The good relationships that have been established with parents mean that parents

support and value the school and these attitudes are passed on to their children. As a result, pupils have a positive view of the school and are happy to accept the rules and traditions that have been established.

## **WHAT COULD BE IMPROVED**

### **Higher attaining pupils could be more consistently challenged in mathematics in Key Stage 1.**

14. The teaching of pupils in Years 1 and 2 provides a good basis for pupils' learning. The National Literacy and Numeracy strategies are used effectively to give pupils a secure grounding in the areas such as reading, writing and basic number work. However, there is some over-reliance on published schemes and worksheets and these do not provide sufficient challenge for the higher attaining pupils in mathematics. The teachers do provide extension work for higher attaining pupils and this helps consolidate learning but it is not sufficiently demanding and does not extend their learning as much as it could. The school has good assessment systems and teachers know their pupils well. It would be more beneficial for the teachers to use this information to plan work that is more directly linked to the pupils' abilities. The teachers have the skills to do this successfully and the higher attaining pupils would rise to the challenge that more demanding work would provide.

### **A whole school approach to monitoring the work in pupils' books would help subject leaders to have a clearer view of developments in their subject.**

15. Subject leaders have good opportunities to look at teaching in the school and give an informal feedback to staff. They also present a written analysis of their observations and indicate areas for further development. However, there is no systematic analysis of pupils' work carried out on a whole school basis. This would improve the subject leaders understanding of standards of work throughout the school and help them to identify how the subject can be moved on. The consistent use of worksheets as a tool for learning could be addressed and the transition from one class to another would then be easier for pupils. Regular analysis of work carried out by teams of teachers, or all the teachers through sampling in a staff meeting, would give staff a greater understanding of pupils' progress and give them a better idea of the levels that pupils were working at. This would benefit teacher assessments throughout the school and ensure that target setting in all classes was based on a shared understanding of National Curriculum levels. This information could then be used to support the good work that is taking place to support pupils.



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

16. In order to improve further the governors, headteacher and staff should:
- (1) Ensure that higher attaining pupils in Years 1 and 2 are challenged in mathematics by:
    - Identifying higher attaining pupils using the current school assessment information;
    - Setting appropriate targets for these pupils for the end of Year2;
    - Ensuring that planning contains clear information about how these pupils will be consistently challenged in lessons;
    - Matching activities to the needs of the identified pupils and becoming less reliant on published materials.
  
  - (2) Develop a whole school approach to monitoring pupils' work in order to improve subject leaders knowledge of developments in their subject by:
    - Establishing a clear system for monitoring pupils' work, with appropriate timescales and responsibilities;
    - Carrying out regular analysis of pupils' work in English, mathematics and science throughout the whole school on an annual basis;
    - Involving as many teachers and classroom assistants as possible in the process;
    - Analysing pupils' work in other subjects on a rolling programme to be determined by the school;
    - Identifying areas for development and training based on these findings.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

16

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	1	3	9	3	0	0	0
Percentage	6	19	56	19	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 six percentage points.*

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

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	284
Number of full-time pupils known to be eligible for free school meals	0	31

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	31

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

	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### **Attendance**

#### **Authorised absence**

	<b>%</b>
School data	6.0
National comparative data	5.4

#### **Unauthorised absence**

	<b>%</b>
School data	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)**

	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	17	18	35

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	15	14	14
	Girls	18	18	18
	Total	33	32	32
Percentage of pupils at NC level 2 or above	School	94 (90)	91 (92)	91 (100)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	18	18	18
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	94 (92)	94 (100)	94 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	22	18	40

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	16	15	16

	Total	32	33	36
Percentage of pupils at NC level 4 or above	School	80 (83)	83 (75)	90 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	17	18
	Girls	13	13	17
	Total	22	30	35
Percentage of pupils at NC level 4 or above	School	55 (73)	75 (85)	88 (88)
	National	73 (72)	74 (74)	82 (82)

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

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	305	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### *Teachers and classes*

### *Financial information*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	22.1
Average class size	22

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	132.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

Financial year	2001/02
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	£
Total income	555,139
Total expenditure	574,620
Expenditure per pupil	1741.27
Balance brought forward from previous year	30,926
Balance carried forward to next year	11,445

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	306
Number of questionnaires returned	86

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	0	1	0
My child is making good progress in school.	79	20	1	0	0
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	51	40	6	0	2
The teaching is good.	87	10	1	0	1
I am kept well informed about how my child is getting on.	70	28	1	1	0
I would feel comfortable about approaching the school with questions or a problem.	87	12	1	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	69	26	2	0	2
The school is well led and managed.	81	16	1	0	1
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	42	31	8	0	18

