

# INSPECTION REPORT

## **CLIVE PRIMARY SCHOOL**

Shrewsbury

LEA area: Shropshire

Unique reference number: 123469

Headteacher: Mary Lucas

Reporting inspector: Michael Best  
10413

Dates of inspection: 31<sup>st</sup> October to 1<sup>st</sup> November 2001

Inspection number: 193240

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 -11 years
Gender of pupils:	Mixed
School address:	Grinshill Shrewsbury
Postcode:	SY4 3LF
Telephone number:	01939 220385
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Appropriate authority:	Governing body
Name of chair of governors:	Mr C Withey
Date of previous inspection:	17 <sup>th</sup> -20 <sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Clive C of E Primary School has 65 pupils on roll aged between 4 and 11 years. Children enter full-time education in the term in which they reach their fifth birthday. At the time of the inspection, there were nine children in the Foundation Stage<sup>1</sup>, six of whom attend for the afternoon session only. The average class size is 22. A nursery outreach assistant works with the youngest children. The school is in an elevated position overlooking the Shropshire village of Clive, between Shrewsbury and Wem. The majority of the children come from a mixture of privately owned and rented homes in local villages and the surrounding, rural area. The number of pupils receiving free school meals is below 3 per cent, but the school believes that more families are eligible to claim. There are no pupils from ethnic minority groups in the school and all speak English as their first language.

The school building dates from 1873, but has been extended and improved in recent years. There is limited road access to the school, which is approached along footpaths. The school uses the village hall and playing field for physical education and the sports centre in nearby Wem for swimming. The attainment of children when they start at school varies; overall, it is similar to that found in most schools. Thirteen per cent of pupils are on the special educational needs register<sup>2</sup>, the majority at Stages 1 and 2. At present, no pupil in the school has a Statement of Special Educational Need.

### HOW GOOD THE SCHOOL IS

This is a good and effective school. It provides a wide and interesting range of learning experiences for its pupils and makes a valuable contribution to the life and work of the community. High quality leadership and management from the headteacher and good teaching ensure that pupils make good progress. The staff know the pupils very well and provide a stimulating environment in which to work. A particular strength of the school is the way in which everyone works so well together. Relationships between parents, pupils, staff and governors are very constructive. Routines are seamlessly maintained because staff willingly take on additional duties at a moment's notice. The school is a caring, Christian community where each individual is valued for their contribution. Taking into account the standards achieved, the quality of teaching and learning and the funds available to the school, it provides good value for money.

#### What the school does well

- Pupils achieve good standards, particularly in English, mathematics and science.
- The school provides pupils with a broad and balanced range of quality learning experiences.
- The quality of teaching is good.
- The school is very well led and managed.

#### What could be improved

- Standards in writing.
- The provision for structured play, creative and physical activities for children at the Foundation Stage.
- The organisation of teaching time and accommodation.

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

<sup>1</sup> The Foundation Stage begins at the age of three and finishes at the end of the reception class year.

<sup>2</sup> The [Special Educational Needs Code of Practice](#) gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. Each school is required to maintain a register of special educational needs. Pupils at Stage 5 have a [Statement of Special Educational Need](#) that ~~which~~ details their needs and the support provided for them.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made in addressing the issues identified at the time of the last inspection in March 1997. There have been a number of staff changes since that time. A good whole-school framework for planning what pupils will learn when has been established. Systematic assessment procedures are now in place and information is being used successfully to plan the next steps in pupils' learning. The development of teachers' expertise across the curriculum has been addressed and is now good. The amount of teaching time in Years 3 to 6 has been increased.

Standards are improving at least in line with the national trend and good progress is being made in developing the school's facilities and improving teaching and learning. The school's capacity for improvement is good and the commitment of the staff, parents and governors is strong.

## STANDARDS

Numbers in each year group are small. There were nine pupils in the Year 6 group in 2000 and five in 2001. In accordance with inspection guidelines, test data is excluded from the report. Results at the end of Year 6 have been at least in line with national averages for the last three years. As they move through the school, pupils make good progress. This is evidenced in the assessment information that the school records and analyses. National Curriculum tests results at the end of Years 2 and 6 show improvement over time. The school is keeping abreast of national trends.

Children demonstrate a considerable range of skills when they first start school, with many having limited pre-school experience. Overall, their attainment is similar to that found nationally. The staff know the pupils well and address individual strengths and needs when they plan work. Good emphasis is paid to establishing the children in the school routines and promoting their personal, social and emotional development. By the end of the reception year, the majority of children achieve the Early Learning Goals<sup>3</sup> in all areas of learning.

Reading is a strength. Pupils enjoy a range of different texts and older pupils can talk confidently about their likes and dislikes. They read with expression and accuracy. Pupils' understanding of number is good and they increasingly apply their understanding in different ways. The school has rightly identified standards in writing as requiring further improvement. In the 2001 National Curriculum tests, standards in writing improved considerably at the end of Year 2. In Year 6, overall test results fell short of teachers' expectations. The school is focussing well on the development of writing and inspection evidence shows that standards through the school are rising. It sets relevant targets for its pupils from assessment information it gathers. Inspection evidence demonstrates that these targets are realistic and securely based.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages are enthusiastic, work hard and try to do their best. They apply themselves very well.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons and particularly well in the playground. Pupils confirm that incidents of bullying and aggressive behaviour are rare in the school.
Personal development and relationships	Relationships between all members of the school community are very good. Pupils are responsible and helpful.
Attendance	Very good. It is well above the national average.

<sup>3</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in the six areas of learning (see previous footnote). There are many goals for each area of learning; for example, in language and literacy, pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 2	Years 3 to 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 and learning in the school is good. No unsatisfactory teaching was observed. The vast majority of lessons seen were of good quality with some very good features evident, particularly in the teaching of reading. Teaching assistants give good support and make a positive impact on pupils' learning.

Activities for children at the Foundation Stage are planned satisfactorily in line with the national guidance. Teachers make positive efforts to plan whole-class activities that allow children to make progress at their own level. Basic skills in literacy and numeracy are well taught. Teachers' good knowledge and understanding of individual pupils helps them to plan carefully so that the particular needs of pupils are well met. Pupils' own knowledge of their learning is good. They readily express their views and opinions about what they learn. Pupils discuss their own work with a good and mature understanding of how they can improve because they know their own targets for improvement.

The very good relationships that exist between adults and pupils in the school underpin a good working atmosphere in which pupils are confident that their contribution will be listened to and valued. Pupils are very well managed and work well with each other. Work is well matched to pupils who learn at different rates. Their acquisition of skills, knowledge and understanding is good throughout the school and very good in Years 5 and 6. Teachers' use of time and learning resources is only satisfactory because of the need to use the available teaching accommodation for a variety of purposes. This also limits opportunities for pupils to work independently.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school provides a wide and balanced range of quality learning experiences across the curriculum. The curriculum for the Foundation Stage is satisfactory.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. The school recognises and provides well for pupils who learn at faster rates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision for social, moral and cultural development is very good and successfully promotes the aims of the school. The school's provision for pupils' spiritual development is good but time for individual pupils to reflect on their learning is limited.
How well the school cares for its pupils	Good. Adults know the children well. Children enjoy full access to all that the school offers. Child protection procedures are in place.

The school's partnership with parents is very good. Parents are provided with good quality, useful information. They are given every opportunity to participate in the life and work of the school. The Friends of Clive School generously support the school's work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership and has successfully moved the school forwards since the last inspection. Staff work very well with each other and respond readily to the day-to-day needs and demands of the school. This a strength of the school.
How well the governors fulfil their responsibilities	Good. Governors successfully fulfil their statutory responsibilities. They are very supportive and have a good understanding of the school's strengths and where it needs to improve.
The school's evaluation of its performance	Very good. Teaching and learning are monitored very well. Pupils are set individual targets. Performance management arrangements are well established.
The strategic use of resources	Very good use is made of specific grants. Priorities for development are well linked with the budget. Success criteria are clearly outlined.

The accommodation is adequate overall for the delivery of the curriculum, but extensive and disruptive movements of furniture are necessary during the school day for collective worship and lunch arrangements. Inspectors, governors and staff have had appropriate discussions about the issues of health and safety raised in the last inspection report and still facing the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-nine parents (46 per cent) returned questionnaires. Eight parents attended a meeting with inspectors before the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• They feel that the staff are approachable and work closely with parents.</li> <li>• The school has high expectations of their children, which helps them to develop maturity and responsibility.</li> <li>• Teaching is good and the school is very well managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents do not feel that they are well enough informed about pupils' progress.</li> <li>• Some parents feel that the school does not offer a wide enough range of extra-curricular activities.</li> </ul>

Inspectors agree with all parents' positive comments. They feel that the range of extra-curricular activities is, in fact, very good for a small school. The school has an 'open door' policy and offers good information on their children's progress.

## **PART B: COMMENTARY**

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

#### **Pupils achieve good standards, particularly in English, mathematics and science.**

1. Children demonstrate a considerable range of skills when they first start school. Some children have had very limited pre-school experience. Overall, attainment on entry is similar to that found nationally. The staff know the pupils well and address individual strengths and needs in their planning. Good emphasis is paid to establishing the children in the school routines and promoting their personal, social and emotional development. By the end of the reception year, the majority of children achieve the Early Learning Goals in all areas of learning.
2. Standards achieved by pupils aged 7 (Year 2) in the 2001 National Curriculum tests were, in comparison with all schools in England and pupils in similar school contexts,<sup>4</sup> very high (that is, in the top 5 per cent of schools) in reading and writing and well above average in mathematics.<sup>5</sup> Teacher assessments in science were also very high. The school's results for pupils at this age for the last three years indicate that overall standards are rising.
3. In the 2001 National Curriculum tests for pupils at the age of 11 (Year 6), standards were, in comparison with all schools in England and pupils in similar school contexts, above the average in science and average in English and mathematics.<sup>6</sup> These results are not as high as those achieved in the 2000 tests when standards were well above the national average in English, mathematics and science. The school was disappointed by the performance of the Year 6 pupils in writing in the 2001 tests. It must be remembered that numbers in each year group are small and this makes year-on-year comparisons difficult. For example, there were nine pupils in the Year 6 group in 2000 and five pupils in the 2001 group. In addition (and in common with many schools) there is some pupil mobility as families move in and out of the area and this affects comparisons between overall results at the age of 7 and 11 years.
4. As they move through the school, pupils make good progress. This is evidenced in the assessment information the school records and analyses. Pupils who learn at different rates are suitably challenged. The school recognises and responds positively to the individual needs of pupils with learning and behavioural difficulties. It also acknowledges the needs of more able pupils, including those who are gifted or talented. Standards achieved by pupils in instrumental music lessons are high. The school works hard to help all its pupils to succeed.
5. Standards of speaking and listening are above those expected for pupils of this age. The vast majority of pupils listen carefully to instructions and to the contributions of others. They speak clearly and with conviction. Year 2 pupils answer questions clearly. In undertaking a science investigation on forces, they confidently share ideas and systematically explain what they have done. Year 6 pupils articulate their views and opinions maturely. In discussing a Roald Dahl story, pupils compare the video they have seen with the book they are reading. They identify similarities and differences and can offer plausible explanations for these.
6. The vast majority of pupils use a good range of vocabulary and their command of grammar is secure. They make appropriate use of specialist vocabulary and technical

<sup>4</sup> Based on the proportion of pupils having free school meals.

<sup>5</sup> The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

<sup>6</sup> At Key Stage 2, the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

terms when, for example, discussing the Second World War in history. Years 5 and 6 pupils listened attentively to a visitor recalling his experiences as an evacuee. They showed much appreciation and imagination of the visitor's account of his first school dinner of rabbit stew, turnips and potatoes, prepared and served by his class teacher.

7. Reading standards in the school are above average. This stems from the close attention given to the systematic development of skills by staff carefully implementing the National Literacy Strategy. Pupils use a range of skills when faced with unknown words or phrases. Younger pupils are not afraid to 'have a go' when reading unfamiliar texts. Pupils read fluently, with expression and accuracy. Older pupils enjoy a range of different literary styles and talk confidently about their likes and dislikes. They develop research skills when using the Internet to locate information for history or science topics and can explain where to find information in the school library.
8. Pupils' skills in writing are improving as a result of the recent focus on this area by staff. Scrutiny of last year's Year 6 work indicates a good range of writing for different purposes. Standards of the work seen suggest that the standard of pupils' writing in last year's Year 6 were closer to the national average than test results indicated. Inspectors agree with the school's view that statutory tests were not entirely representative of the pupils' work over the year. The school has analysed the test results and identified areas of learning that can be strengthened. Standards of work seen are similar to that expected for pupils of this age.
9. Pupils' numeracy skills are systematically developed and standards are good. Teachers make good use of mental arithmetic sessions at the start of lessons to stimulate pupils' thinking and knowledge about patterns created by numbers and shapes. By the time they reach Year 6, pupils are confident in exploring mathematics. They demonstrate a sense of friendly competition in estimating and measuring angles. Because they work well with each other, pupils are not unduly worried if their answer proves to be incorrect and many are able to identify accurately where they went wrong. Carefully structured work enables the more mathematically minded pupils to develop their knowledge and understanding at a faster rate. This is helping to raise the standards that they achieve.
10. Practical experiences in numeracy, such as money games, with the youngest pupils, helps to secure a good foundation for their later work because they are able to practise and extend their understanding of basic mathematical skills and ideas. For example, one pupil discovered that he did not need to count the value of two 5p coins because he already knew that  $2 \times 5p = 10p$ . Older pupils develop their problem solving skills as they are faced with such challenges as counting on in tens and hundreds. Some find difficulty in applying learning from one context to another, especially when they do not have number lines or number squares available.
11. There is good application of numeracy skills into other subjects. For example, graphs are effectively used in science and measurements are included in some pupils' designs in design and technology.
12. Standards in science are above average across the school. By the time the pupils are in Year 6 they are knowledgeable and experienced across the breadth of the curriculum. There is a good emphasis on investigative activity. As a result, most pupils are secure in their understanding of the principles of fair testing. They achieve good standards in a range of topics, from electrical circuits and the practical applications of conductors and insulators to the study of reversible and irreversible changes.
13. Good standards are also evident in other subjects. Pupils are familiar with information and communication technology. They use applications confidently and many of the oldest pupils word-process nimbly. They readily access the Internet for research. Pupils

in Years 2, 3 and 4 send and receive e-mails. In music, standards of performance are good. As demonstrated by their work for Harvest Festival, pupils sing and play with confidence, tunefully and maintain a good tempo.

14. In design and technology, pupils' design skills are honed as they respond to challenges such as, for Years 2, 3 and 4, designing a vehicle for 'Gnorman Gnome' to travel around the woods adjacent to the school. Pupils display technical competence such as knowing how an axle works and they use technical terms correctly. Their work builds on the secure foundations in the youngest class where skills such as cutting, jointing and concepts of size are securely developed.
15. The standards achieved by pupils reflect the good quality teaching they receive. Lessons are interesting and stimulating and pupils enjoy their work. The school sets relevant targets for its pupils from the assessment information it gathers from test results, standardised tests and teacher assessments. Inspection evidence demonstrates that these targets are realistic and securely based.

### **The school provides pupils with a broad and balanced range of quality learning experiences.**

16. The school's curriculum is broad, balanced and relevant to pupils' needs. It is carefully organised so that pupils' skills, knowledge and understanding are developed systematically from year to year.
17. Good links are made between subject areas and these enable pupils to readily apply skills learned in one subject to their work in another. For example, literacy and history are successfully linked and information and communication technology is widely used across the curriculum.
18. There is a good balance achieved between the core subjects of English, mathematics and science and other subjects. Schemes of work are based on national guidelines but appropriately adapted to the needs of the school. Religious education follows the locally agreed syllabus. The school's provision is enhanced by specialist class music and instrumental teaching. Good provision is made for pupils who are gifted or talented.
19. Regular visits and visitors help to take the school's curricular provision beyond the immediate area. Theatre visits are made to Birmingham and Wolverhampton. Older pupils have recently visited the Cosford air museum as part of their study of the Second World War. During the inspection, a grandparent came into school to tell the pupils about his experiences as an evacuee during the war years.
20. The school has developed good links with Sierra Leone, by sending its old furniture and computers to a school there. The headteacher of that school recently visited Clive to thank pupils and tell them about life in his country. As a result, further links have been established and pupils' appreciation of the wider cultural world has been developed at first hand. Due to the school's provision, pupils have good understanding of their place in a multi-cultural society and of wider social issues. Nearer home, pupils take part in activities with local schools and are involved in church and other village events.
21. A strong Christian ethos permeates all the school's work. The way in which all members of the school community – pupils, parents, teachers, governors and the school's neighbours - get on well with each other is a strength. Pupils have high standards of care and consideration for one another. They value the contributions everyone makes and enjoy very good relationships with adults and each other. There are many strong characters amongst the pupils, but they all have very good attitudes to school. Behaviour is very good, particularly in the playground. Pupils develop a strong sense of citizenship.

22. A wide range of extra-curricular activities underpin the school's curriculum. This provision is very good for such a small school. These activities are very well supported and involve a large number of pupils. There is good provision for instrumental music tuition and the standards achieved by pupils are high. There is a good range of sporting activities, including cross-country running, orienteering, football and netball. There is a gardening club, which is particularly well supported by the younger pupils. Parents and grandparents help to provide these activities.
23. There are friendly sporting competitions with other local schools and the school has achieved some impressive results. Every year, Year 6 pupils have the opportunity to participate in a residential visit to a centre in Wales. Photographic and written evidence demonstrates the considerable value of these activities in promoting pupils' personal development and in helping them to apply and extend what they have learned in class.

**The quality of teaching is good.**

24. The quality of teaching and learning in the school is good. No unsatisfactory teaching was observed during the inspection. In all the 15 lessons seen, teaching was satisfactory or better; 14 of these were of good quality with some very good features evident, particularly in the teaching of reading.
25. Lessons are carefully planned and the needs of pupils who learn at different rates, carefully considered. All classes have pupils from different age groups and teachers make good provision for those at different stages of learning. Teachers' daily planning builds successfully on their termly and yearly plans and demonstrates the systematic development of pupils' skills, knowledge and understanding.
26. Activities for children at the Foundation Stage are planned in line with the national guidance for children at this age and the 'stepping stones' in learning are appropriately followed. The teacher makes positive efforts to plan whole-class activities that can be developed to allow children at all levels to make progress.
27. Basic skills in literacy and numeracy are well taught. Teachers' good knowledge and understanding of individual pupils helps them to plan manageable steps in learning. Pupils' acquisition of skills, knowledge and understanding is very good in the oldest class and good in the other classes. Pupils own knowledge of their learning is good. They readily express their views and opinions about what they learn. Pupils discuss their own work constructively. They are familiar with their personal targets for improvement.
28. Teachers clearly identify learning objectives in their planning and usually share them with the pupils at the start of lessons. This serves to make the purpose of the lesson clear. Objectives are then reviewed at the end of lessons (in plenary sessions) and key areas of learning are reinforced. However, in some lessons the plenary session was too short and there was insufficient time available for pupils to reflect and evaluate their own progress in achieving these objectives.
29. Pupils are very well managed. A very purposeful working atmosphere is created through high expectations of pupils' behaviour, mutual respect between adults and pupils and clearly established classroom routines. The very good relationships that exist between adults and pupils in the school underpin a good working atmosphere in which pupils are confident that their contribution will be listened to and valued.
30. Pupils' very good attitudes and behaviour contribute to the quality of learning. Most lessons are conducted at a good pace and time is well used. In a small number of

lessons the focus sometimes becomes blurred when an issue, not central to the lesson, is pursued, but it is usually quickly re-established.

31. Teachers use an appropriate range of teaching methods. In the majority of lessons, a good balance is achieved between direct teaching and the times when pupils are working independently. On occasions, where the amount of time allocated for a task is just a little too long, pupils' concentration starts to wander and the pace of working slows.
32. Teachers use questioning well to assess what pupils know and the level of their understanding of what is being taught. A particularly good example was evident in a reading lesson with the oldest pupils. The teachers' good subject knowledge enables them to successfully meet the needs of all pupils by providing support and structure in learning for the less able as well as challenging questions to stretch the more able.
33. Teachers are supported well by teaching assistants who make a positive contribution to the quality of the pupils' learning. They are well briefed and provide valuable support to individual pupils and small groups. This help is particularly effective during literacy lessons.
34. Pupils' work is regularly marked. Invariably, work has already been discussed with pupils in class and there has been a good discussion about points for improvement. Homework is generally well used to supplement and reinforce what is learned in class. Pupils take reading books home regularly, together with spellings and numeracy work. Research is well used in the oldest class to support learning in lessons.

#### **The school is very well led and managed.**

35. The headteacher provides strong leadership and has successfully moved the school forwards since the last inspection. She regularly monitors the quality of teaching and learning and has a clear view of the future development of the school. Performance management arrangements are in place. Staff carry a heavy load in co-ordinating a number of subject areas. National guidelines have been well adapted to the needs of the school. Appropriate policies are in place to guide the work of the school. The school's clearly stated aims are fully reflected in its work.
36. Relationships with all members of the school community are very good and there is a strong sense of teamwork. This is a strength of the school. All staff, including the lunchtime supervisors and caterers, know every pupil well. They respond readily to the day-to-day needs and demands of the school. This ensures its smooth running. Day-to-day routines are well managed by the efficient school administrator. The school is well cared for by the cleaning and caretaking staff.
37. The governors successfully fulfil their statutory responsibilities. They are very supportive of the school and have a good understanding of its strengths and where it needs to improve. The membership of the governing body has recently changed and a new Chair elected. He is a frequent visitor and brings knowledge and understanding to the strategic development of the school.
38. Good progress has been made in addressing the issues identified at the time of the last inspection in March 1997. There have been a number of staff changes since that time. A good, whole-school framework for planning what is taught and when, has been established. Systematic assessment procedures are now in place and information is successfully used to plan what pupils need to learn next. The development of teachers' expertise across the curriculum has been addressed and is now good. The amount of teaching time in Years 3 to 6 has been increased and is now broadly in line with that recommended nationally.

39. The school development plan gives a clear outline of the school's priorities. It is a good working document that links initiatives with the budget and clearly defines success criteria. Very good use is made of the funds available to the school. The plans to extend the school to improve the provision for children at the Foundation Stage have been very carefully thought through. The school provides good value for money.
40. Standards are improving at least in line with the national trend and good progress is being made in developing the school's facilities and curricular provision. Specific support for pupils is carefully targeted and recent national initiatives in literacy and numeracy are well established. The school's capacity for improvement is very good and the commitment of the staff, parents and governors, very strong.
41. Taking account of all these different aspects, the leadership and management of the school is very good and this is reflected in the improved standards that pupils achieve.

## **WHAT COULD BE IMPROVED**

### **Standards in writing.**

42. In the 2001 National Curriculum tests, standards in writing improved considerably at the end of Year 2. In Year 6, overall test results fell short of teachers' expectations.
43. The school is focussing well on the development of writing and inspection evidence shows that standards throughout the school are rising. The youngest pupils show a growing understanding of how to structure their writing. From listening to stories, such as 'The Journey', they know that a story has to have a beginning, a middle and an end. They contribute ideas to discussions as to how a storyline can be developed. In another lesson, the pupils were writing a newspaper article based on the exploits of 'Little Red Riding Hood'. They were successfully acquiring knowledge and understanding about the impact on the reader of headlines and of how important the opening paragraph is in maintaining the reader's attention.
44. One teacher successfully explained to pupils how they could identify the particular features of characters in the story of 'Goldilocks'. This modelling was not, however, carried through into shared writing where pupils could see how to present what they had been told in their own writing. This reduced the impact of an otherwise very effective session.
45. Word-processing skills are successfully used by pupils to draft their work and there is evidence of some editing and redrafting taking place. Pupils write for a range of purposes and good links are made with history, for example, where they recount life as an evacuee from the written notes and tape recordings they made during a visitor's talk. At present, however, pupils' skills in making choices about what they write and how they write it, are not sufficiently refined.
46. By Year 6, pupils develop an individual style of handwriting. Their work is generally well presented and spelling is accurate.

### **The provision for structured play, creative and physical activities for children at the Foundation Stage.**

47. Since the last inspection, an outreach nursery assistant has been appointed to work with children before they start school. This provision takes place each afternoon and is based in the youngest class with the Reception and Year 1 groups. This provision is much

valued and provides children with a sound foundation for when they come to school full-time just before their fifth birthday.

48. The school is planning to extend this classroom to provide an area specifically for the younger pupils. At present, practical activities have to be planned around the class teacher's work with the older pupils. Positive efforts are made to plan joint activities so that, for example, aspects of the cutting and jointing work in design and technology can be undertaken at an appropriate level by these youngest children. However, at present, time for structured play, creative and physical activities is limited. There is regular and exclusive access to the school playground for children and the school is building up a collection of large, wheeled vehicles. The topography of the site is such that there is no obvious area to fence off for the children at this stage of their education and no grassed area is available within the boundary of the school.

#### **The organisation of teaching time and accommodation.**

49. The school's accommodation comprises three classrooms, a small library and combined staffroom and school office. The teaching accommodation has to serve a wide variety of purposes. This is in order to provide for collective worship, lunchtime arrangements and such lessons as music and drama and when visitors come to talk to pupils. The school makes use of the village hall and playing field in the centre of the village for physical education and games.
50. The need to regularly move furniture puts particular constraints on the use of teaching time and the range of teaching methods and resources available to staff. There is always the need to have an eye on the clock so that lessons do not overrun. Whilst these routines are well established, pupils do not have the opportunity to leave their work out or come back to it, if they wish, to continue working. Teachers are limited in how much preparation they can do for the next session.
51. The Years 2, 3 and 4 class is separated from the Years 5 and 6 class by a thin curtain. Inevitably, there are times when quiet activities do not overlap and this is distracting. Opportunities for pupils to develop their independent work habits are limited because, for example, pupils cannot gain access to computers at lunchtime.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, headteacher and staff should now:

- (1) raise standards in writing by:
  - (i) developing pupils' confidence in planning their writing across a range of styles and for different purposes;
  - (ii) making more use of modelling when teaching writing skills;
  - (iii) encouraging pupils to use a wide range of vocabulary and structures so that they can better revise, edit and shape their writing.

*(paragraphs 42-46)*
  
- (2) strengthen the provision for children at the Foundation Stage by ensuring that a full range of creative and physical activities is planned and provided;

*(paragraphs 47-48)*
  
- (3) improve the organisation of teaching time and accommodation by:
  - (i) exploring and implementing ways in which the school day can be planned to minimise the movement of furniture;
  - (ii) improving sound insulation between teaching areas;
  - (iii) providing more opportunities for pupils to undertake independent learning during the course of the school day.

*(paragraphs 49-51)*

## PART C: SCHOOL DATA AND INDICATORS

As the numbers of pupils taking the National Curriculum statutory tests at the end of Years 2 and 6 in 2001 were under ten per year group, test data is excluded from this report.

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

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	0	14	1	0	0	0
Percentage	0	0	94	6	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	65
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Need	0
Number of pupils on the school's special educational needs register	8

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	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.6

#### Unauthorised absence

	%
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.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	22
Average class size	22

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

Total number of education support staff	2
Total aggregate hours worked per week	33

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
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	£
Total income	147,651
Total expenditure	146,560
Expenditure per pupil	2,326
Balance brought forward from previous year	2,965
Balance carried forward to next year	4,056

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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 46%

Number of questionnaires sent out	63
Number of questionnaires returned	29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	3	0	0
My child is making good progress in school.	76	17	7	0	0
Behaviour in the school is good.	60	34	3	0	3
My child gets the right amount of work to do at home.	57	34	3	3	3
The teaching is good.	56	38	3	0	3
I am kept well informed about how my child is getting on.	59	24	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	69	24	7	0	0
The school works closely with parents.	69	24	7	0	0
The school is well led and managed.	87	10	0	0	3
The school is helping my child become mature and responsible.	66	28	0	3	3
The school provides an interesting range of activities outside lessons.	52	31	17	0	0

### Other issues raised by parents

The vast majority of parents feel that the school provides a good quality education for their children.