

INSPECTION REPORT

ST MARK'S CHURCH OF ENGLAND

PRIMARY SCHOOL

Natland

LEA area: Cumbria

Unique reference number: 112325

Head teacher: Mr J Chandler

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 13th – 14th November 2000

Inspection number: 224314

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
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Oxenholme Lane Natland Kendal Cumbria
Postcode:	LA9 7QH
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Nelson
Date of previous inspection:	November 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mark's Church of England Primary is a voluntary aided school. There are 145 pupils (71 boys and 74 girls), which is smaller than most primary schools. The school is the only primary school in the village but more than half the pupils come from outside the school's catchment area. The area is one of predominantly privately owned houses with no pupils coming from ethnic minority backgrounds and no pupils having English as an additional language. The school does not have a nursery class so children starting in the reception class have had a variety of pre-school experiences. However, when starting the school most children's attainment is better than would be expected for their age. This attainment has improved over recent years. There has been a reduction in the number of pupils eligible for free school meals, which is lower than most schools at 2 per cent. A higher number of pupils have been identified with special educational needs than in most other schools, with 3 pupils having a statement that describes their particular special educational need. The school has a greater number of pupils identified as having special educational needs in Key Stage 2 than it does in Key Stage 1.

HOW GOOD THE SCHOOL IS

The school attains very high results in English in the end of Key Stage 2 national tests and has successfully maintained these results over a period of time. However, some areas of the school require improvement for all pupils to reach the standards they should. The school's results in reading and mathematics in the end of Key Stage 1 national tests fell this year to well below those of other similar schools. The school has recognised this and staff changes have been made. The school is soundly managed by the head teacher on a day-to-day basis and he is well supported by an informed governing body. However, due in some part to a change of staff, subject co-ordinators do not yet monitor their areas sufficiently to be fully informed about standards or how their area should be developed. On balance, the quality of teaching in the lessons seen is satisfactory but this is not consistent and some unsatisfactory and poor teaching was seen. The school provides satisfactory value for money.

What the school does well

- Attainment in the end of Key Stage 2 English tests is very high.
- Teaching in the reception class is good.
- There is good provision for those pupils who have special educational needs.
- There is good provision for pupils' spiritual and cultural development.
- The school has good links with parents and the local community.

What could be improved

- Pupils' attainment in mathematics and information and communication technology.
- Pupils' attainment in reading and writing by the end of Key Stage 1.
- A clearer educational direction for the school that is shared by all staff.
- The management role of the subject co-ordinators.

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 November 1995 when three key issues were identified: To raise standards in information technology, in music at both key stages, in aspects of science at Key Stage 2 and in physical education in some year groups; To develop and implement effective strategies to deal with the poor behaviour of a minority of pupils in some lessons; To improve the long-term planning of the school.

The school has made sufficient progress in the first key issue. It has successfully raised standards in music. There are high standards of singing and music is used well as part of school assemblies and productions. The school has a good programme of activities to develop physical education and attainment is at least in line with what is expected. The nationally recommended scheme of work for science has been adopted by the school. As a result of sound planning, all areas of the science curriculum are now covered and standards are at least in line with expectations. The school has improved attainment and resources in information and communication technology. All classes have a more than adequate supply of computers and pupils are developing their knowledge of computers, word processing and how to access the internet. The school has recognised that the standard of pupils' work in this area is still not in line with what is expected and that all areas of the information and communication technology curriculum are not yet covered.

The school has not made sufficient progress in the remaining two key issues. Pupils' behaviour has not improved significantly. A sound behaviour policy has been developed that is based on promoting and rewarding positive attitudes in pupils. Despite this, there are still a minority of pupils who present particularly challenging behaviour. If not sufficiently controlled, this behaviour affects the attitudes and consequently, the learning of other pupils in the class. The school development plan does not clearly identify the areas of the curriculum that will be developed or what the main priorities for development are. The head teacher and governors have a clear understanding of what the school needs to do to improve but this information is not sufficiently available in written form to other people. However, the school has a sound capacity to improve further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A*	A*	A	well above average A above average B average C below average D well below average E
mathematics	B	B	C	E	
science	A	A	B	C	

A* indicates that the school is in the top 5 per cent of schools nationally.

In the national tests at the end of Key Stage 2 in year 2000, the school attains very high results in English and has successfully maintained this over a period of time. This is because more pupils reach the higher levels in the tests than in most other schools. Results in science are above what most schools attain nationally and the same as schools with a similar number of pupils eligible for free school meals. Results in mathematics are the same as most schools but well below what similar schools attain. This confirms that pupils are not performing as well as they should be in mathematics.

When children start in the reception class their attainment is better than would be expected for their age. In the national tests at the end of Key Stage 1 last year the school did not reach the standards it should in reading, writing and mathematics although care has to be taken with this school's results since the number of pupils in each year group is small and this can affect results significantly. However, throughout the school the work in pupils' books only matches what is expected for their ages in English, mathematics and science. Year 6 has a high number of pupils identified as having special educational needs and standards in books are in line with expectations. Based on what other

year groups have attained previously, standards in their books should be higher. The school's targets for 2000 were too low and consequently the school exceeded them. The targets for 2001 are realistic when the number of pupils identified with special educational needs is taken into account.

The school has improved the information and communication technology curriculum and pupils' attainment is getting better. However, it is still below what is expected. The school places an emphasis on pupils' cultural development and art work seen in the school is of a high standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy school, follow instructions correctly and try to complete their work as the teacher has instructed. A significant minority of pupils require firm direction from the teacher before they will work effectively.
Behaviour, in and out of classrooms	Behaviour is satisfactory in most classes and good in the playground. All pupils understand the school rules and procedures and the majority follow these correctly and behave appropriately. When opportunities arise a few pupils are too willing to engage in silly and attention seeking behaviour during lessons.
Personal development and relationships	Relationships between the older and younger pupils are very good although some older boys are sometimes inconsiderate. Relationships amongst pupils of the same age are not always as good but are satisfactory.
Attendance	Very good.

Pupils enjoy coming to school and attend well. Most are friendly, polite and very willing to engage in conversation and discuss issues. However, in most classes, there are a minority of pupils who require firm direction from the teacher for them to fully apply themselves to their work or for them to behave appropriately. This interrupts lessons and also means that teachers cannot always give all pupils equal attention. Some older pupils show quite immature attitudes to their work or teachers and do not always show the level of self-control that is expected for their age.

Pupils play well together on the playground. Most older pupils are very aware that their games may frighten younger ones and are conscious of these pupils needs. They show a caring attitude looking after younger ones if they fall and this reflects well the Christian ethos of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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.

Sixteen lessons were seen. Teaching was at least satisfactory in 88 per cent of these lessons with the remaining 12 per cent being unsatisfactory or poor. Teaching was good in 50 per cent of lessons, 13 per cent of lessons were judged to be very good and no excellent teaching was seen. The best teaching was seen in the reception class.

Most teachers plan their lessons well. However, there has been quite a large change of staff and

some new teachers are not yet fully aware of pupils' previous attainments. As a result, the activities given to pupils are not always sufficiently challenging, especially for those pupils in Key Stage 1 who are capable of higher attainment. Consequently, these pupils are not making sufficient progress in their learning and are not reaching the standards they should. However, the school supports pupils with special educational needs well and they make good progress in their learning.

English is taught soundly allowing pupils to develop secure literacy skills and they apply these well to reach very high standards in the tests at the end of Key Stage 2. Mathematics is also taught soundly but although pupils develop secure mathematical knowledge and numeracy skills they do not apply these sufficiently well to match their standards in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory with the exception of information and communication technology which still has gaps. The school offers a good range of extra-curricular activities to older pupils. The quality of art work in the school is good.
Provision for pupils with special educational needs	Good. Pupils are identified at an early age, their needs are clearly diagnosed and clear targets are set for their learning. The school has good links with parents and support agencies and has invested additional money in this area.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is satisfactory. Provision for spiritual and cultural development is good. The school has good links with other schools and uses visitors well to develop pupils' multi-cultural understanding.
How well the school cares for its pupils	The school has satisfactory procedures to ensure pupils' well-being.

The school works well with parents and the local community. Many parents and people from the village help in school and they feel welcome when in school helping pupils. Parents are well informed about the day-to-day life of the school through letters and information sent home. The school enriches the curriculum well with the use of visitors. Local artists have worked with pupils to produce large collages and friezes of a high standard. The school has developed good links with another primary school to develop a greater understanding of a multi-cultural society.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher manages the school soundly on a day-to-day basis. The deputy head teacher is out of school on secondment and this has increased the head teacher's workload significantly. Subject co-ordinators have not yet fully developed the management roles they hold.
How well the governors fulfil their responsibilities	Governors are very knowledgeable and take their responsibilities seriously. They are heavily involved in the school and carry out their roles well.
The school's evaluation of its performance	The head teacher has monitored teaching, especially those teachers new to the school. The dip in standards in the Key Stage 1 tests has been recognised and staff changes have been made.

The strategic use of resources	The head teacher and governors understand and apply the principles of best value. They consult with parents well about major spending decisions and appreciate parents' views. All money given to the school is used appropriately.
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The head teacher and governing body know and manage the school well. However, the school development plan does not adequately reflect this depth of knowledge and understanding. The aims of the plan are too general and broad for actual development to be accurately measured. As a consequence, staff in the school do not have a full understanding of what the main areas for development are or what their role in this development is. The head teacher has a clear understanding about what the role of the subject co-ordinators should be and their part in developing the school. However, due to previous staff absence and the appointment of new staff this role is not yet fully effective. The governing body is fully involved in all major decisions. Governors visit the school regularly and have a good understanding of the needs of the school. Careful budgeting has resulted in the building being well maintained and most areas of the curriculum being very well resourced. However, with the introduction of the Foundation Stage curriculum resources in the reception class are not sufficient to fully deliver all the recommended areas of learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • The teaching is good. • The school expects their child to work hard. 	<ul style="list-style-type: none"> • The range of activities outside lessons

Parents have very positive views about the school. Inspectors agree with the parents' positive comments but feel that the school does provide an interesting and satisfactory range of extra-curricular activities although these are mainly for older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in the end of Key Stage 2 English tests is very high.

1 The school achieves very high results in English in the end of Key Stage 2 national tests and has successfully maintained high results for some time. In these tests pupils apply their literacy skills well to answer questions about a given piece of text and to write about a subject chosen from a number of titles. Booster classes have been used effectively by the school to raise pupils' attainment in English and pupils are well prepared for these tests with many pupils (58 per cent) last year attaining high marks and being awarded a level above what is typically expected for 11 year olds.

Teaching in the reception class is good.

2 The teacher in the reception class has a very good understanding about how young children learn. Consequently she prepares lessons that are appealing, stimulating and that motivate the children. For example, when learning about food that keeps us healthy an initial discussion centred around sorting actual food from two shopping bags into healthy and unhealthy categories. As the task was very visual and practical the children were very attentive and interested, their attitudes to each other were excellent and they politely listened to one another and waited patiently for their turn to speak. The lesson then progressed into group activities all linked to recognising healthy food. The group activities were all extremely well prepared and organised. The teacher made good use of the other adult in the classroom to work with a group of children to make "crunchy yoghurt" which the children were then very keen to eat! The class teacher worked with a group of children to develop their practical mathematical skills of weighing. The teacher was particularly skilful with her use of questions to prompt children to look at and handle different foods carefully in order to estimate which were the heaviest. Consequently, by the end of the session the children showed a very good understanding that weight is not always dependent upon size, of how to estimate which objects are the heaviest or lightest and also how to use a balance scale accurately and carefully.

3 One of the strengths of the reception class teacher's teaching is that she very clearly shares with the children what the main purposes of the lesson are and what they should be able to do by the end of the lesson. This gives children a very clear idea about what they are doing but also gives them a clear measure that they can use at the end of the lesson to judge whether or not they have been successful. For example, in a lesson where children had to make a bed for a teddy bear, children knew very clearly at the beginning of the activity that the emphasis of the lesson was on sharing materials and working as a group to produce one bed between them. As the groups worked, very good and sensitive involvement by the teacher reminded pupils about the purpose of the lesson so that some children had to make choices and decisions about how to make one bed in collaboration with other children. Some children found this very difficult as they wanted to make their own bed but the very good support offered by the teacher resolved all difficulties very effectively.

There is good provision for those pupils who have special educational needs.

4 Pupils with special educational needs are identified early so that additional support can be given to them if necessary. The school uses tests well to diagnose pupils' particular needs so that any additional support given to them is well targeted. The governors have allocated additional funding to this area so that pupils can be as well supported as possible. As a result, there is good quality support with all staff involved working closely as a team and they meet regularly to discuss pupils' progress. Pupils' individual education plans are well written with clear targets for development and appropriate activities that will help pupils reach these targets. This ensures that pupils with special educational needs have work set for them that is well matched to their needs, particularly when they are

withdrawn for additional support. As a result, these pupils learn well, especially when taught in small groups, and they make good progress.

5 The school liaises well with outside agencies to ensure that pupils have the care and attention that they require for their particular need. Parents are always invited to discuss their child's needs and progress so that they fully understand what the school is doing and how they can help their child at home. The school has very good links with the local comprehensive school so that when pupils with special educational needs transfer the school is well informed about these pupils' needs.

There is good provision for pupils' spiritual and cultural development.

6 In order to develop pupils' understanding of different cultures the school has made good links with a school in Blackburn and pupils correspond regularly with each other. This is providing pupils with a good understanding about life in a community that is quite different to their own. The school also invites people to discuss and demonstrate their particular culture or experiences. For example, a missionary couple discussed their work in Montevideo and Cypriot students visited the school. The pupils experienced visitors from South Africa who demonstrated African dance and cooking. Parents were invited to a performance to share the experience. This gave pupils a good understanding of some of the cultural differences around the world.

7 The school works well with neighbouring schools and they share cultural experiences. Local artists have been invited to work with the local schools on Saturdays. They have produced some very good works of art with the pupils including a very large colourful banner about some of the people in the school and a particularly effective collage of the movement of the sun created from old food packaging, bottle tops, fabric and compact discs. Local artists are very involved with the school and teach the pupils particular skills such as landscape or portrait drawing. Consequently, the standard of art work produced in the school is good. Pupils worked with a local artist to design and make a large mural. The pupils designed the mural to represent every aspect of school life and the people involved with the school. The result is a very impressive work of art that is a focal point in the school entrance.

8 Wherever possible, teachers take opportunities to develop pupils' spiritual understanding. For example, pupils were asked to express the feelings that listening to Handel's "Music for the Fireworks" generated in them. Consideration about how and why people lost their lives in the wars was encouraged in the "Remembrance" display in the hall. Pupils are often given the opportunity to realise how God affects their lives. For example, they were asked to consider where food came from and who to say thank you to for providing it and this was illustrated well in a "Thank you God For Food" display.

The school has good links with parents and the local community.

9 The school tries very hard to be a central part of the community. Parents and local people are actively welcomed into school and many respond by helping in a variety of ways. For example, a lady from the village helps the pupils with cooking on a regular basis, the vicar helps with the football team and parents working alongside groups of pupils in classrooms and listen to pupils read. Some "helpers" are in school on a regular basis and are a very valuable source of expertise. Some have responsibility for working with particular groups of pupils, for example, those pupils identified as having special educational needs and who benefit from having additional adult support.

10 Whenever possible, pupils are encouraged to think of people outside the school and what they might do to help them. They raise money for a variety of charities for example, holding a sponsored swim to raise money for asthma and having a "white elephant stall" in aid of the "Blue Peter" appeal. Pupils brought produce into school at Harvest time and distributed it to the elderly, sick and bereaved. At Christmas the senior citizens of the community were invited into school and pupils served Christmas

lunch and entertained them.

11 The school keeps parents well informed about what is happening and when events are taking place through regular letters. They are often invited into school to watch concerts or be informed about educational changes, for example the literacy hour. Parents appreciate the termly opportunities to discuss their child's progress with the teacher and most feel happy approaching teachers at any time. Reports to parents about their child's progress are good and paint a clear picture about what pupils can do in each of the National Curriculum subjects and give targets for improvement. All reports also include an informative section about how well pupils are doing in their personal and social development.

WHAT COULD BE IMPROVED

Pupils' attainment in mathematics and information and communication technology.

12 Previously the school has attained better than most schools nationally in mathematics but not as well as schools with a similar number of pupils eligible for free school meals. The school's results in the end of Key Stage 2 tests in mathematics have shown a slight downward trend over the last four years and the school is now attaining the same as most schools nationally but well below that of similar schools. In the Key Stage 1 tests the school's performance in mathematics also fell to well below what similar schools attain although it has been consistently much better than this in previous years. The school has recognised this and has targeted mathematics as a priority for future development.

13 From the work seen in pupils' mathematics books the standard of most work is in line with what would be expected for their age. For example, pupils in Year 2 add and subtract numbers up to 20 and pupils in Year 6 understand decimals to tenths and hundredths. However, the attainment of most pupils currently in Key Stage 1 was above average on entry to the school and pupils in Years 4 and 5 scored high results in their end of Key Stage 1 tests, so standards should be higher than they are. In particular standards are too low in pupils' understanding of how to apply the knowledge and concepts they have learned to solve problems, particularly problems that involve more than one type of calculation to arrive at the answer.

14 Teachers plan their lessons thoroughly. However, teachers' knowledge of pupils is not used effectively to identify specific areas for development or set challenging targets for the improvement of standards. This resulted in some areas of the mathematics curriculum being covered more fully than others. For example, some teachers provide insufficient opportunities for pupils to apply the knowledge and concepts they have learned to solve problems.

15 The school has improved pupils' attainment in information and communication technology since the last inspection but has recognised that it is still not high enough. There is now a more than adequate supply of networked computers and, consequently pupils' attainment and skills in word processing and use of the internet have improved. In Key Stage 1 pupils learn to use the features of a word processor and have confidence to type text and use the keyboard and mouse. However, pupils are not given sufficient opportunities to use simple floor robots or experience how the computer can be used to control things. The school has insufficient resources to fully develop these areas of the information and communication technology curriculum and most teachers lack confidence in these aspects. Consequently, pupils do not develop the necessary skills to program a sequence of instructions to control the movement of devices.

16 In Key Stage 2, pupils combine font sizes, colours and styles to create different effects in their work, and use graphics and drawing tools effectively. Pupils learn to present text in different layouts, such as lists of questions and answers linked to the Scilly Isles. By the end of Year 6, pupils have sound skills in this aspect of information and communication technology. However, pupils do not make

sufficient progress in other aspects of this subject during Key Stage 2. They do not make sufficient use of databases to handle information, and do not learn to monitor and control the physical environment sufficiently well. As a result, they do not reach the levels expected for their age by the end of Year 6.

Pupils' attainment in reading and writing by the end of Key Stage 1.

17 The school has targeted the development of pupils' writing in Key Stage 1 over some time and improvements are being made. However, standards are still not high enough and, in the end of Key Stage 1 tests, the school attained the same as most schools nationally but was below what similar schools attained. The work seen in pupils' books confirms that standards are not high enough. By the end of Year 2 pupils are beginning to write in sentences that are correctly punctuated with capital letters and full stops. However, there are insufficient opportunities for pupils to develop their writing skills in other areas of the curriculum with too much written work concentrating on the completion of worksheets rather than the development of independent writing. As a result, pupils' independent writing is often very short and lacks development and structure. Teachers do not use assessment or the records that identify pupils' prior attainment sufficiently to identify the correct match of work to pupils' ability. Consequently, some pupils, especially those capable of higher attainment, are not always sufficiently challenged which results in them not learning at a quick enough pace.

18 In the end of Key Stage 1 reading tests this year, the school attained below what most schools nationally attained and well below that of similar schools. In the previous two years the school had successfully raised attainment in reading to well above what most schools were attaining from a level that was below national standards. However, the school must improve the record keeping and use of assessment in this area if any improvements are to be sustained. From listening to pupils read and discussing their reading with them, standards in the present Year 2 are not high enough. Pupils use only a few strategies to read unknown words and rely very heavily on just sounding out individual letters to work out what the word says. Pupils are given sufficient opportunities to read to the teacher and most teachers use the guided reading aspect of the literacy strategy correctly. However, teachers are not sufficiently identifying specific strengths and weaknesses in pupils' reading and are therefore not focussing on developing areas of strength and improving areas of weakness. Teachers' reading records do not keep sufficient information about what pupils can do or which areas require improvement.

A clearer educational direction for the school that is shared by all staff.

19 The school development plan does not set out precisely and specifically how the school will improve pupils' attainment in the future. Targets and priority areas for development cannot be clearly identified and there is no reference to the particular activities that the school will carry out to promote improvement or a structured timescale to determine by when specific improvements should have been made. The criteria for determining the success of a development are not sufficiently clear and measurable to be able to determine the level of success. Governors discuss and approve the school development plan and are involved in the initial stages of deciding what should be included. However, because the plan is not precise enough in identifying how developments will be carried out or who is responsible for them, staff new to the school do not have a clear understanding of what their roles are in the school's development.

The management role of the subject co-ordinators.

20 The school is aware that at present the teaching and curriculum is not monitored sufficiently. Some observation of teaching has been done by the head teacher and the local education authorities advisers. Many subject co-ordinators are new to post but others have not yet monitored the quality of teaching or standards in their subjects with sufficient rigour to ensure that they can contribute effectively to identifying priorities for the school development plan. The governors' decision to allow

the secondment of the deputy head teacher (albeit for sound reasons at the time) has resulted in an increased work load for the head teacher at a time of introducing many new staff into the school. Consequently, time for the monitoring of the curriculum and teaching has been limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21 In order for the school to improve further the staff and governors should:

1. Improve pupils' attainment in mathematics and information and communication technology.

In mathematics by:

- using assessment more effectively to identify areas for development and to set more specific targets;
- providing more opportunities to develop investigative and problem solving skills.
(Paragraphs 12 – 14)

In information and communication technology by:

- purchasing the hardware and software needed to deliver the full requirements of the National Curriculum;
- improving teachers' knowledge and confidence in how to use the computers for the control, modelling and sensing areas of the information and communication technology curriculum.
(Paragraphs 15 and 16)

2. Improve pupils' attainment in reading and writing by the end of Key Stage 1 by:

- using assessment more effectively to understand what pupils know and can do;
- enabling pupils to use a wider range of decoding skills when reading unknown text;
- using the results of assessments more effectively when planning lessons so that more challenging activities are given, especially to those pupils capable of higher attainment.
(Paragraphs 17 and 18)

3. Give a clearer educational direction for the school that is shared by all staff by identifying specifically in the school development plan:

- a) what the main curriculum priorities are;
- b) what the targets, in terms of pupils' attainment, for that priority will be;
- c) what developments will be necessary to reach those targets;
- d) the time scale for the development and cost implications;
- e) which personnel will be involved in developing the priority and what their role will be.
(Paragraph 19)

4. Improve the management role of the subject co-ordinators by:

- enabling co-ordinators to observe lessons in their subject areas
- undertaking regular scrutiny of pupils' work to ascertain coverage and attainment in their subjects.
(Paragraph 20)

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	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	50	25	6	6	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	145
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	37

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	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	2.9
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	9	12
Percentage of pupils at NC level 2 or above	School	77% (89%)	69% (86%)	92% (96%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	9	12
Percentage of pupils at NC level 2 or above	School	69% (89%)	69% (96%)	92% (100%)
	National	84% (82%)	88% (86%)	88% (87%)

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

* Where the number of pupils is 10 or less these figures are omitted.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	12	18
Percentage of pupils at NC level 4 or above	School	100% (100%)	63% (83%)	95% (96%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	13	13
Percentage of pupils at NC level 4 or above	School	74% (83%)	68% (74%)	68% (91%)
	National	70% (68%)	72% (69%)	80% (75%)

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

* Where the number of pupils is 10 or less these figures are omitted.

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	0
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)	6.4
Number of pupils per qualified teacher	22.7
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

Financial information

Financial year	1999/2000
	£
Total income	282,150
Total expenditure	276,778
Expenditure per pupil	2,097
Balance brought forward from previous year	3,739
Balance carried forward to next year	9,111

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	106
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	6	0	0
My child is making good progress in school.	39	54	4	2	2
Behaviour in the school is good.	31	63	2	4	0
My child gets the right amount of work to do at home.	26	63	9	0	2
The teaching is good.	37	57	0	0	6
I am kept well informed about how my child is getting on.	37	52	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	67	24	7	2	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	42	50	6	2	0
The school is well led and managed.	46	37	6	2	9
The school is helping my child become mature and responsible.	41	52	4	2	2
The school provides an interesting range of activities outside lessons.	30	52	13	2	4