

INSPECTION REPORT

BROADWAS CE PRIMARY SCHOOL

Broadwas nr Worcester

LEA area: Worcestershire

Unique reference number: 116870

Headteacher: Mrs S Logan

Reporting inspector: Shirley Billington
4343

Dates of inspection: 5 – 6 November 2002

Inspection number: 247710

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Broadwas on Teme Worcester
Postcode:	WR6 5NE
Telephone number:	01886 821347
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Macleod
Date of previous inspection:	17 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small primary school with 70 pupils on roll. There are four classes; one for reception children only and three others, each with pupils from two year groups. The number of boys and girls is roughly equal but there are significant imbalances in some classes – in Years 5/6 there are almost twice as many boys as girls. The school serves a wide area with the majority of pupils coming from outside the village in which the school is situated. No pupils speak English as an additional language.

The proportion of pupils that is eligible for free school meals is low at four per cent. The proportion of pupils with special educational needs is above average, at around 30 per cent. The range of needs includes learning difficulties, medical problems and behavioural difficulties. There are no pupils with statements of special educational needs.

Almost all the children that start school in the reception class have pre-school experience. On entry, their skills are wide-ranging but broadly average. A high proportion of pupils – around 15 per cent – joins the school in Years 3 to 6.

Since the last inspection, a new headteacher has been appointed and all the teaching staff have changed. There have been significant improvements to the accommodation with the creation of a new reception area and computer suite. Outside play facilities have also been improved.

HOW GOOD THE SCHOOL IS

This is a good school. Teaching is good overall, ensuring that all pupils make progress in their learning. Although results of national tests do not compare well with those of other schools, individual children are achieving as well as they should. Leadership and management are good. There is very good provision for pupils' personal development. The school provides good value for money.

What the school does well

- Teaching is good and some aspects are very good
- The school is well led and managed
- There is very good provision for pupils' personal development and they develop positive attitudes to learning
- The curriculum is enhanced by a good range of visits, visitors and special events
- There is very good provision for pupils with special educational needs

What could be improved

- The teaching of mental skills in mathematics

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 1997. Following that inspection, there was a period of some disruption to the leadership and management that had an impact on the quality of provision. With the appointment of new staff, the school is now in a stable situation and is moving forward.

In terms of the weaknesses identified in the last inspection, there has been good improvement:

- Teaching is of a more consistent quality
- Systems for checking on the effectiveness of the school's work have now been put in place and co-ordinators' roles and responsibilities are clear
- Weaknesses in assessment have been addressed and the quality of marking has improved
- The quality of annual reports on pupils' progress has been significantly improved and these are now very good

Standards, in terms of results in national tests, have not been maintained at the same level as was found in the last inspection. However, the context of the school has changed. There has been an

increase in the number of pupils entering and leaving at times other than the start of the reception year and an increase also in the proportion of pupils with special educational needs. Overall, the rate of improvement since the last inspection has been satisfactory.

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	N/A	N/A	D	D
mathematics	N/A	N/A	C	D
science	N/A	N/A	C	D

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

The number of pupils that take national tests is very small. Only nine pupils took the tests for eleven year olds in 2000 and seven took them in 2001; results for these years are therefore not published. The small numbers of pupils taking tests means that the school's overall performance can vary considerably from year to year. Results are also affected by the above average proportion of pupils that have special educational needs and by the high pupil mobility.

The most recent results show some differences in levels of attainment in English, mathematics and science. Compared to 2001, there was an improvement in the proportion of pupils that attained at least average levels in tests in English at seven and eleven. Science results for eleven year olds show good improvement with almost all pupils attaining at least average levels in tests. Results of seven year olds in mathematics tests did not improve. The proportion of eleven year olds that attained average levels in mathematics was at the same level as 2001, but there was an increase in the proportion that attained higher levels.

The performance of boys and girls has varied according to the cohort; in the last two years girls have done better than boys in national tests taken by eleven year olds.

Challenging targets are set for pupils' performance in national tests. The school also sets individual targets; in 2002, these were met by the vast majority of eleven year olds.

The inspection found that pupils who have sustained experience in the school make satisfactory progress and achieve as well as they should. Many are achieving well in English, particularly in writing, as a result of the focus the school has had on improving standards in this area. Standards in mathematics are broadly average, but there is a need to improve pupils' mental skills in this subject.

Reception children are making good progress and achieving well, particularly in communication, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a keen interest in learning.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in lessons and around the school; they are sensible and act responsibly.

Personal development and relationships	Very good. Pupils work well together. Older pupils respond well to opportunities to take on responsibility. Relationships between staff and pupils, and the pupils themselves, are very good.
Attendance	Good, with attendance levels above the national average.

Pupils' positive attitudes and good behaviour are key factors in their successful learning.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Throughout the school, teachers make effective use of resources and demonstration to make teaching interesting and to help children to learn. Work is carefully planned to meet the range of needs in each class. Support staff make a valuable contribution to teaching and learning, particularly in their work with individuals and small groups.

Teaching of English is often very good. Teaching of mathematics is satisfactory and some aspects are good, but there is scope to make better use of the guidance from the national numeracy strategy in teaching mental mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and significantly enriched by visits, visitors and opportunities for pupils to participate in productions and special events.
Provision for pupils with special educational needs	Very good. Pupils receive a good level of carefully targeted support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a very positive ethos and individual pupils flourish in the caring environment. Work in subjects such as art and music make a good contribution to pupils' spiritual and moral development.
How well the school cares for its pupils	Very good. Pupils are well known and well cared for. There are good arrangements for health and safety. Pupils' progress is systematically tracked as they move through the school.

The introduction of a separate class for the reception year has improved curriculum provision for children at this stage. Throughout the school, good use is made of information and communication technology (ICT) to support learning across the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head has a clear sense of direction and is well supported by the staff. There is good teamwork in the school and all staff work hard to fulfil a range of responsibilities.
How well the governors fulfil their responsibilities	Good. Governors are well organised and well informed. They have good strategies in place to fulfil their responsibilities.
The school's evaluation of its performance	Satisfactory – and improving. Systems are in place to check on the quality of teaching and pupils' work and the information is being used to plan improvements.
The strategic use of resources	Very good. There is very good planning of expenditure to improve facilities for teaching and learning.

The school is well led and managed. Over the past three years, good systems have been put in place to track pupils' progress as they move through the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents (95 per cent or more) feel that:</p> <ul style="list-style-type: none"> • Their children like school and make good progress • Teaching is good and children are expected to work hard • Behaviour is good and children are helped to become mature • The school works closely with parents and they are well informed • The school is well led and managed 	<p>There were no significant areas of concern. A minority of parents felt that the school did not provide an interesting range of activities outside of lessons.</p>

The above views are based on the comments of those parents who attended a meeting prior to the inspection and the responses of parents (63 per cent) in questionnaires. The inspection findings confirmed their positive views. The inspection also found that the school provides a very good range of activities to enhance the curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is good and some aspects are very good

1. Good teaching is a key ingredient in the school's success. Teachers develop and sustain very productive relationships with pupils, they encourage them, praise them and give them confidence in their own abilities. Teaching assistants make a big contribution to lessons, they work closely with individuals and groups of pupils and have a sharp grasp of what the pupils need to learn. Teachers are very skilful at making learning interesting and enjoyable and at the same time making sure it is purposeful and rigorous.
2. The school's good resources are well used by teachers. For instance the recent decision to equip each classroom with a projector, linked to a computer, is forward-thinking and enables teachers to make the best use of the latest ICT. This was used in a Year 5/6 numeracy lesson to very good effect. The teacher used simple software on the projector to illustrate a multiplication square. This was very flexible, it highlighted individual squares, showed patterns of numbers and helped to maintain pupils' interest and motivation. The teacher effectively used the software to highlight key teaching points, she pushed pupils to explain their answers and challenged them when she felt that some responses were inadequate.
3. Teachers' high expectations are also a key feature of the good lessons. Good planning ensures that lessons move along at a good pace; teachers have a clear idea of how much they want to cover and have the expectation that pupils will work hard and complete what is planned. Teachers also have a high degree of awareness of the needs of individual pupils. The work that pupils are expected to do is carefully matched to what they need to learn. Some pupils are given extra support if they need it and the work is usually adapted so that they can better understand what they are doing. Higher attaining pupils are also challenged and given work that stretches them and this ensures that they attain the standards of which they are capable.
4. Lessons have a good balance of activities that help to keep pupils interested. For instance, in a Year 1/2 literacy lesson pupils had a chance to talk to each other about their ideas for a poem, they then worked on writing their ideas down using a very helpful worksheet and this was followed by an intensive reading session. This was an efficient use of teaching time, it covered a lot of ground and the teacher, her assistant and all pupils worked hard and achieved well.
5. In the best lessons, teachers make good use of demonstration to help pupils to understand what they need to learn. In a lesson with the reception children, the teacher wrote her 'news' on a whiteboard, drawing attention to the need to leave spaces between words and to write from left to right. The teaching assistant spotted some deliberate 'mistakes' that she made so that some key teaching points were reinforced with a degree of humour. This strategy also ensured that children paid good attention as the teacher wrote as they tried to spot any errors that she was making. A similar approach was also used with Years 5/6 in a lesson on writing instructions. The teacher used some examples of the pupils' errors in their first attempts at the task to create a set of instructions that included, for instance, some inappropriate descriptive language that lacked precision. The children learned more about how instructions should be laid

out, and the style in which they should be written, as they criticised the teacher's version. Their individual attempts that followed were an improvement on those that had been produced the previous day as pupils grasped the key features of writing clearly and chronologically.

6. Overall, the implementation of the two national strategies for teaching literacy and numeracy has been successful. Teachers make sensible adaptations to ensure that the lessons match precisely what pupils need. However, in some numeracy lessons, not enough direct teaching about different ways of calculating mentally is done at the start of lessons. Occasionally, pupils are asked too many questions without having a chance to think about how answers can be worked out.
7. The quality of marking is variable as pupils are not always given enough guidance about what they need to do to improve their work. However, the introduction of targets for individual pupils is helping to improve this, with marking being related to their progress against the targets set.

The school is well led and managed

8. The headteacher, together with the governors and staff, provides good leadership that ensures that the school is continually improving. Since the head took up post, systems have been put in place to monitor the effectiveness of the school's work and to identify priorities for further development. Although some of the information is in the early stages, it is already being used to check on the strengths and weaknesses of the curriculum. As a result of this, there has been a strong focus over the past year on improving standards in writing. Staff have been involved in in-service training, targets have been set for individual pupils and year groups, lessons have been observed and pupils' work and results from standardised tests analysed. The outcome is evident in the improvements in written work throughout the school and improved results in national tests in English in 2002.
9. The governing body is well organised and governors are well informed. Committees have clear terms of reference, minutes of meetings are circulated to all governors and issues raised and key decisions made at the main governing body meeting. Governors have a clear structure for setting and monitoring the budget and a good level of involvement in major decision-making. The budget is linked to the school development plan so that priorities for development can be resourced; the key principle in making decisions on expenditure is seeking improvements in the quality of teaching and learning.
10. The effective management of the school is clearly demonstrated by the recent investments in improving resources. An ICT suite has been established, resulting in an improvement in standards in the subject and providing excellent opportunities for pupils to use ICT in subjects across the curriculum. The projectors available in classrooms are beginning to be used to good effect. Office accommodation has been significantly improved, enabling more efficient administration. The school secretary makes a significant contribution to the efficient day to day running of the school. There has been a significant investment in staffing, ensuring a good level of teaching assistants to support small groups in the classroom and to help individual children with special needs. At the beginning of this academic year, a new class was established purely for reception children. The classroom is well-equipped to provide for all the recommended areas of learning for the youngest children in school; a very good level of staffing (teacher plus teaching assistant) ensures that children can be taught in small groups. The result is that children have settled well into school and are making very rapid

progress in their learning.

There is very good provision for pupils' personal development, ensuring that they develop positive attitudes to learning.

11. The school places a strong emphasis on supporting all aspects of pupils' personal development. There is a particularly strong focus on support, praise and the raising of pupils' self-esteem. Pupils are encouraged to appreciate the wonders of the world, to understand similarities and differences in the ways in which people live and to empathise with the needs of others. Through, for example, study of seasonal change, children in the reception class have produced computer-generated pictures of autumnal scenes while the oldest children have written poems on autumn. Study of life in Australia by Years 1 and 2 has involved trying out the techniques used in Aboriginal art and performing an Aboriginal dance. Pupils are involved in fund-raising, for example for the 'Samaritan's Purse' to provide Christmas gifts for disadvantaged children around the world. They raise funds to sponsor a child in India through organising events such as a 'mad hair day'.
12. Throughout the school, a variety of activities encourage pupils to reflect on the world around and the impact of their actions on others. Year 1 and 2 pupils thought about growth rates and what humans and plants need to grow and started to draw conclusions about the height of their friends not necessarily being indicative of age. Year 3 and 4 pupils have made good use of a variety of natural and man-made materials to create some attractive garden boxes. For the oldest pupils, the use of a 'thinking skills' chart encourages reflection on how they can take responsibility for improving their own work and collaborating with others. Questions such as 'where can I find out more?' and 'what are the most important ideas?' are displayed and used in lessons to encourage the extension of learning.
13. The school council is an important and very successful element in raising pupils' awareness of citizenship. Prospective councillors prepare and present a speech to the whole school; all pupils from Years 1 to 6 are involved in voting for their representatives. The pupils elected display a remarkable degree of self-confidence and independence and are clear that it is their role to represent the interests of the community. They provide a suggestion box so that all pupils can comment or contribute ideas for improvements and meet twice each term to consider these. The councillors lead assembly each week – this is organised independently of teachers – and use this opportunity to feed back on any initiatives and respond to their peers' suggestions. During the inspection, the assembly led by the councillors was very well organised and impressive in terms of both the content and the spiritual dimension. Pupils spoke in turn about their memories, leading to an explanation of the significance of Remembrance Day and linking this to Jesus' sacrifice 'for all of us'. Singing of two hymns in two parts was well led and the brief silent reflection on 'our happy memories' was marked by sincere emotion.
14. Well-established routines and the clear expectations of staff ensure a smooth start to the day and good management in lessons. In the morning, pupils come into school sensibly, starting activities straight away. Some arrive early to use computers for spelling programs; they register their arrival by signing in, organise the equipment and use the programs with minimal supervision. Those who go straight to classrooms take out reading books or practise spellings or handwriting. The majority of pupils are very well behaved, quiet and self-disciplined. Staff set a very positive tone as they greet individual children; registers are taken quickly and efficiently, interspersed with personal comments that show how well teachers know and care for individual pupils. The outcome is the calm and purposeful atmosphere that characterises the school ethos.

15. Pupils' responses in lessons indicate the impact of the good quality provision. Throughout the school they listen attentively, are keen to contribute to discussions and get down to work quickly and sensibly. Even the youngest children in the reception class are attentive and responsive; they find their name cards independently; they work with good concentration when they are drawing and writing and they put away the equipment they have used with minimum direction. Older pupils work well together in pairs and small groups, often collaborating informally. In a mathematics lesson with Years 3 and 4, several children shared ideas on how to represent fractions on squared paper. They persisted despite initial difficulties and showed good application in trying to complete the task. All lessons are characterised by a strong emphasis on praise for efforts and achievements; one of the youngest children, for example, was delighted to receive a sticker for 'good conversation, drawing and writing'. The older pupils are frequently given house points for a good response, as happened in a science lesson when Year 5 and 6 pupils gave good explanations of how sound travels.

There is very good provision for pupils with special educational needs

16. The school has a large proportion of pupils with special educational needs; many of these are admitted after having difficulties in other schools. The range of needs is wide and includes learning difficulties, behavioural or emotional problems and specific disorders such as dyspraxia. All pupils receive a good level of support targeted to meet their specific needs and they make good progress in relation to their starting points.
17. Pupils are assessed on entry to the school to identify the level at which they are working and their particular strengths and needs. Individual education plans (IEPs) are formulated by class teachers in conjunction with the special educational needs co-ordinator (SENCO); support staff are involved in planning to support pupils' individual needs. Targets in IEPs are generally very precise, identifying, for example, the specific words or sounds that a child needs to learn to improve his/her literacy skills and this ensures that the support that a child is given can be specifically matched to areas for improvement. Reviews assess progress against the targets and record achievement and indicate any gaps that need further work. Occasionally, however, targets are rather generalised – 'continue to build confidence' and it is therefore more difficult to accurately measure the pupil's progress. IEPs also indicate any specific resources to be used and additional time from support staff to work with children individually or in small groups. A good range of resources is available to support specific needs, including, for example, computerised spelling and maths programs and literacy support programmes.
18. Staff have a good level of awareness of pupils with special educational needs. All have had training in specific areas such as Asperger's syndrome and speech and language difficulties. Advice is sought from a range of external agencies such as the educational psychologist and the learning and behaviour support service; good liaison helps to ensure that pupils' specific difficulties are quickly assessed and the school has expert advice to guide planning and provision.
19. Pupils' progress is regularly reviewed; at least termly for older pupils and half-termly for younger children or for older ones if there are concerns. Parents attend reviews so that they are fully aware of, and involved in, further planning to meet their child's needs. Any specific support that can be provided by parents forms part of a child's IEP. Parents are generally very positive about the impact of the school's provision on their child's attitude and progress. One commented "the staff (including the support assistant) are certainly affecting ..my son - his perception of himself and his sense of being valued".

The curriculum is enriched by a good range of visits, visitors and special events

20. The school provides good opportunities for pupils to extend their learning through a variety of exciting and stimulating activities. These include visits, visitors, events such as Book Week and participation in school productions and local festivals.
21. The youngest children learned about the world of work through visits from a variety of people including a paramedic, nurse, vet and a postman. A visit from 'Annie the Housemaid' enabled them to experience some aspects of Victorian life. Year 3 and 4 pupils participated in a Tudor Day where they studied costumes and dance and sampled Tudor dishes. A visit from a local artist gave older pupils the opportunity to study and use watercolours with expert guidance and impressive results. During Book Week, a visiting author talked to pupils about her writing.
22. A wide variety of visits enhances the curriculum. These include use of the locality; studies of Broadwas have been used to contrast with life in India in both a large city and a village. The local church is used regularly for events such as Harvest Festival and also to learn more about Christian symbolism and practices. Year 3 and 4 pupils looked 'behind the scenes' at a pizza parlour as part of their work on food technology in design and technology (DT). Year 3 and 4 pupils visited Chedworth as part of their studies on the Romans and had the opportunity to study artefacts and mosaics and to learn how the soldiers lived. This experience led to some good written work, for example letters as a Roman soldier and advertisements for Colchester. Year 5 and 6 pupils took a trip on the Severn as part of their studies on features of a river. They have visited Ross-on-Wye to participate in adventurous activities. A visit to a synagogue in Solihull and the opportunity to talk to Jewish people enhanced pupils' understanding of Jewish beliefs and customs.
23. All pupils have the opportunity to participate in an annual school production which boosts their confidence and raises self-esteem. There are also regular visits to the theatre and an annual visit from a 'theatre in education' group to enhance pupils' awareness of the performing arts. A variety of extra-curricular activities, including a study skills group and a computer club as well as provision for music and sport, are organised through the school year.
24. Special events such as last year's science day encourage pupils to appreciate the environment; they carried out intensive exploration of the grounds and, in groups, conducted surveys of, for example, minibeasts and seeds. Their sense of responsibility for the environment is also promoted through the work of the ECO patrol that reminds them of the need to keep areas litter-free.
25. The curriculum for physical education (PE) is enhanced through learning a variety of dance forms, including Hindu and Aborigine dances. Pupils regularly participate in county dance festivals. Younger pupils performed an animal dance last year and the oldest pupils learned and performed some rock and roll – with expert guidance from a teaching assistant and her husband. Junior pupils also participate in an athletics scheme that enables them to improve their skills in a range of activities. An introduction to orienteering is organised so that each year pupils follow one of three trails – with an increasing level of difficulty – around the grounds.
26. Good use is made of photographs, including some taken by digital camera, to celebrate special activities and to enhance displays around the school. Year 1 and 2 pupils are reminded of the range of animals that they had the opportunity to handle on a visit to a farm. Dressing as a Tudor or 'working' as a Victorian servant is also recorded as part of pupils' historical studies. Information and communication technology (ICT) is also being

used well to support pupils' learning across the curriculum. Pupils use the Internet and CD Rom to carry out research, for example into the life of the Aztecs. Results in science are sometimes recorded as tables or graphs, for instance to demonstrate changes in pulse rates after exercise or fluctuations in the temperature in the classroom during the day. Particularly good use is made of word-processing to draft and edit written work and to enhance the finished product, for example, by combining text and graphics.

WHAT COULD BE IMPROVED

Teaching of mental skills in mathematics

27. The teaching of mathematics is satisfactory and some elements are good. One very good lesson was seen with Years 5 and 6. However, there is a need to improve the strategies used in introductory parts of lessons. The school has successfully taken on the suggested framework for lessons that is outlined in the national numeracy strategy and teaching in the main parts of lessons is generally good. However, teachers are not yet taking full advantage of the approaches suggested to improve pupils' mental skills.
28. Lessons start with a session of oral mathematics with a particular focus such as counting on or back from specific numbers. All pupils are encouraged to participate in these sessions and often have the opportunity to demonstrate their answers, for example, through use of digit cards. However, teachers miss opportunities to explore relationships between numbers and to discuss the range of strategies that might be used to calculate answers. In a lesson on doubling and halving numbers, pupils displayed their answers to a variety of problems using number cards. Although the teacher frequently confirmed that individuals were 'right', the actual answers were rarely given. The teacher gave some guidance at times on strategies for calculation, but pupils' own methods – whether effective or not – were not discussed. As a result, learning was limited and those pupils who were not particularly competent at the start of the session did not improve their skills and understanding as much as they might. In another lesson on finding missing numbers on a square with numbers one to 100, individual children explained how they worked out the answer but the teacher missed the opportunity to discuss alternative methods that might be used. The opportunity was also missed to draw pupils' attention to the patterns on the square that might help them to arrive at an answer. Again, those children who were not particularly competent in seeing relationships between numbers did not learn as much as they might.
29. The school is currently focusing on improving the final parts of lessons as a result of feedback on weaknesses in numeracy teaching that have been found in schools nationally. However, there is a need to target evaluation and improvement on the starts of lessons in order to maximise opportunities to improve pupils' mental skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the school should now:

- Improve the teaching of mental mathematics skills in numeracy lessons by:
 - taking full advantage of the guidance on teaching provided through the national numeracy framework;
 - ensuring that teachers take every opportunity to discuss and demonstrate strategies that might be used in mental calculations.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	4	3	0	0	0
Percentage	0	30	40	30	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 ten 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)	70
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	22

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	8

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	3	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	80 (100)	80 (100)	80 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	80 (100)	80 (100)	80 (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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	13
Percentage of pupils at NC level 4 or above	School	71 (57)	71 (71)	93 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	79 (71)	79 (86)	86 (86)
	National	73 (72)	74 (74)	82 (82)

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

NB Separate boys and girls results are not published as there were less than 10 boys and 10 girls taking the tests.

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	59	0	0
White – Irish	0	0	0
White – any other White background	2	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	0	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

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	15.2
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	52.45

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	207,845
Total expenditure	206,280
Expenditure per pupil	2,905
Balance brought forward from previous year	29,742
Balance carried forward to next year	31,307

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	0	2	0
My child is making good progress in school.	50	45	5	0	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	55	33	7	5	0
The teaching is good.	64	31	0	5	0
I am kept well informed about how my child is getting on.	48	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	12	7	5	0
The school expects my child to work hard and achieve his or her best.	71	26	0	0	2
The school works closely with parents.	55	38	2	5	0
The school is well led and managed.	83	12	0	5	0
The school is helping my child become mature and responsible.	71	21	0	0	7
The school provides an interesting range of activities outside lessons.	40	36	10	7	7