

# INSPECTION REPORT

**AUGHTON ST. MICHAEL'S CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Ormskirk

LEA area: Lancashire

Unique reference number: 119388

Headteacher: Mr G. F. Almond

Reporting inspector: Mr S. G. Evans  
21217

Dates of inspection: 7<sup>th</sup>-9<sup>th</sup> March 2000

Inspection number: 189780

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor Vanda Naylor

Date of previous inspection: 7<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St. Michael's is an infant and junior Church of England school in the Diocese of Liverpool. There are a total of 180 pupils on roll. Attainment on entry ranges from well above average to below. It is above average overall. Twenty-six pupils are identified as having special educational needs. The proportion of pupils with special educational needs is below the national average. Four pupils, all in Key Stage 2, have statements of special educational need. This is above the national average.

The school serves a residential area of socially advantaged homes in the village of Aughton on the outskirts of Ormskirk. The percentage of pupils entitled to free school meals is well below the national average. There are no pupils from ethnic minority backgrounds or who speak English as an additional language.

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

This is a good school with very good features. The school achieves standards in English and mathematics that are well above the national average by the time pupils leave the school at 11 years of age. This means pupils make good progress during their time at the school. The quality of teaching is good. Pupils' attitudes to their work, their behaviour and personal development are very good. The school provides a rich and broad curriculum. Provision for extra-curricular activities is good. There is a very caring and supportive ethos in the school and pupils feel valued. The school is very well led and there is a good team spirit evident. The governing body has a very good partnership with those working at the school. The home/school partnership is very strong. The school gives good value for money.

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

- Attainment in English and mathematics is well above average by the end of Key Stage 2.
- Overall, teaching is consistently good, with over a third of lessons observed being very good or better.
- Pupils' attitudes to learning, their relationships with one another and their personal development are very good.
- Curriculum provision, including that for special educational needs, across the school is very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The very strong leadership and management from the headteacher and deputy headteacher, with the support of the governors, staff and parents create an ethos that very strongly supports learning.

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

- The rate of progress of pupils by the end of Key Stage 1 could be increased, thereby raising standards.
- Long term school development planning needs to be improved.

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

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

The improvements made since the last inspection are good, they are sufficient to maintain the high standards achieved by pupils. Planning of pupils' work and the quality of teaching are better. There is now no unsatisfactory teaching and twice as much very good teaching. Pupils' attendance has improved. Provision for pupils' cultural development is better. The effectiveness of subject co-ordinators has increased. The school is well placed to bring about even further improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A*	A*	A	A
Mathematics	A	A	B	C
Science	A	A	B	C

**Key**

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

Inspection evidence indicates over half of the five year olds in the current reception class achieve significantly higher than what is expected nationally for their age in literacy and numeracy. By the end of Key Stage 1 standards are above average in literacy and numeracy. The progress pupils make in Key Stage 1 slows at the end of the key stage, but is satisfactory overall. By the end of Key Stage 2 pupils attain well above the national average in literacy and numeracy. They make good progress. Standards are currently higher at the end of Key Stage 2 than shown in the table above. There is good use of target setting for individual pupils (this has raised expectations of what pupils are to attain), homework provision is more effective in extending pupils' learning and there is better use of "booster" group work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good.
Personal development and relationships	Pupils have very good relationships with one another and their personal development is also very good.
Attendance	The attendance rate at the school is above the national average. The rate of unauthorised absence at the school is well below the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very 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 and together with a significant amount of very good teaching has a positive effect on pupils' attainment and progress. At the end of Key Stage 1 expectations of what pupils are to attain are not as high as in the rest of the school. This slows pupils' progress.

Across the school teaching is satisfactory or better in all lessons. Forty-three per cent of teaching is good and 38 per cent is very good or better. The quality of teaching in English and mathematics is good. Across all subjects the skills of literacy, numeracy and information technology are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In the reception class the well-planned curriculum covers the national Desirable Learning Outcomes <sup>1</sup> . The school provides a broad range of work that is relevant to the pupils in Key Stages 1 and 2. There is an appropriate statutory curriculum in place. Extra-curricular provision is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school teaches the principles of right and wrong and the importance of valuing all people, caring for others and increasing self-confidence.
How well the school cares for its pupils	Pupils are cared for very well. Members of staff know the pupils well and treat them with understanding and respect.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is very ably supported by the deputy headteacher. Subject co-ordinators provide very good leadership.
How well the governors fulfil their responsibilities	Governors have a very good sense of the strengths and weaknesses of the school and work with the staff in their efforts to maintain high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and weaknesses and takes effective action to secure improvement.
The strategic use of resources	Resources are managed very well. However, there is no long-term strategic plan to address the declining budget.

<sup>1</sup> Desirable learning outcomes - these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-seven questionnaires were returned. This was 48 per cent of those sent out. Twenty-eight parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The school enables their children to make good progress.</li><li>• The teaching is good.</li><li>• Their children behave well at school.</li><li>• The school is very easy to approach with concerns.</li><li>• Staff have high expectations for their children.</li><li>• The school works closely with parents.</li><li>• The school is well led and managed.</li><li>• The provision for their children's personal development is good.</li><li>• There is a good range of extra-curricular activities.</li></ul>	<ul style="list-style-type: none"><li>• Some parents would like homework provision improved.</li><li>• Some parents feel they are not kept well enough informed of their children's progress.</li><li>• There is concern among parents that the accommodation for Year 1 pupils is unsatisfactory.</li></ul>

Inspectors support the parents' positive views. Inspection evidence indicates that homework provision extends pupils' learning and positively affects their progress. The amount of homework pupils receive exceeds national guidelines. There is an annual report and formal occasions when parents discuss work with teachers. Teachers are available to meet parents informally to discuss any issues of interest or concern that a parent might have. These arrangements are sufficient to keep parents well informed about their children. The progress pupils make in Year 1 is not adversely affected by the accommodation in the short term, but the current arrangement is unsatisfactory for anything but the short term.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Attainment in literacy and numeracy is well above average by the end of Key Stage 2**

1. Teachers' high expectations and very secure subject knowledge are the main factors that contribute to high standards. The leadership provided by the subject co-ordinators in the implementation of the National Literacy and Numeracy Strategies is another very significant factor that contributes to maintaining high standards. Pupils enjoy literacy and numeracy and show very good attitudes to their learning. This complements very well the good teaching to produce high standards of attainment.
2. Pupils write with great flair in response to different texts. In the work based on the book "War of the Worlds" a pupil began her writing "Curiosity and fascination gripped the crowd". Equally very good work was completed based on a text from "Jungle Book" and "The Diary of Samuel Pepys". Narrative writing is also a great strength. A story finished with the line "When I saw them pull out Amber it was absolute elation!"
3. Pupils write extremely well for a range of purposes. Poetry is written expertly in eight syllable lines and with a keen sense of imagery. Instructional texts for food technology are written, including "Recipes for Tzatziki dip". Pupils have written story cards for Year 1. These are in the form of a newspaper report of a nursery rhyme.
4. Teachers are very conscious of the need to extend pupils' literacy skills across the whole curriculum. Pupils' high standards of writing are reflected in their use of literacy skills in other subjects. In science they write accurate accounts of their predictions, necessary safety points and the experiment relating to dissolving. In religious education pupils wrote an extended account of "Life as a journey". Most pupils demonstrated a very secure grasp of the use of paragraphs containing complex sentences. In another lesson they used part of C. S. Lewis' "The Lion, the Witch and the Wardrobe" as an allegory of the Easter Story.
5. Reading skills are very well developed. Pupils have completed very good work from "Macbeth". They show a clear understanding of what they have read. They are confident readers who show very good expression and intonation. They skim and scan a text effectively.
6. In the whole class introductions to lessons teachers expect high standards of listening and speaking. In discussions pupils listen attentively to others, ask questions to develop ideas and take account of others' views. Their ideas are thoughtfully developed. This was very evident in Year 6's discussion about waste recycling.
7. The numeracy strategy has been introduced successfully into school. By the end of the key stage pupils are proficient in arithmetical calculations and work quickly and accurately both mentally and in written form. They have a very good recall of number facts and manipulate number competently. For example, they calculate accurately 31.5 divided by 15. They look for patterns in number sequences and seek to establish a rule they can apply in all situations. Pupils have a very good grasp of probability, complex forms of symmetrical designs, decimals and handling data. Most pupils are competent when converting ounces to grams, inches to centimetres and gallons to litres. This work is above the level expected for pupils of this age.
8. Teachers are alert to opportunities to develop pupils' numeracy skills across the curriculum. This is good practice and positively affects pupils' progress in numeracy. In Year 6 pupils use and apply their numeracy skills well. Pupils determine the costs of holidays and work out value for money. They decide on suitable holidays based on cost for different clients. They use a wide range of mathematical language well. They measure accurately when making slippers in design and technology. They use negative numbers accurately when measuring temperatures.

**Overall, teaching is consistently good, with over a third of lessons observed being very good or better**

9. The quality of teaching has a positive effect on pupils' high standards and the good progress they make. Across the school teachers work very hard to plan and prepare lessons. The planning clearly shows what is to be taught and learnt. Teachers give good opportunities to develop literacy, numeracy and information technology skills in different subjects. This is a good development since the time of the last inspection. There is effective use of pupil assessment to ensure work is matched to pupils' varying needs and prior attainment. Teachers use a range of appropriate teaching methods. These include whole class teaching, group and individual work and involve practical, investigative and problem solving activities. They use time and resources efficiently. They have secure subject knowledge. Pupils' behaviour is managed effectively. A strength of the teaching is the very good relationships between staff and pupils.
10. Members of support staff and parent helpers assist pupils' learning very effectively and contribute positively to pupils' progress. For example, their work with pupils in a Year 4 design and technology lesson was exemplary. Pupils in previous weeks had learnt about an electric circuit, power, bulbs and switches. The support pupils received meant that they succeeded in designing different torches and were in the process of making fully operational battery torches. The school has very effective links with a local teacher training institution. The involvement of students in the life of the school enhances pupils' learning. Students team teach to a high standard, as observed in a Year 3 numeracy lesson, and provide valued support for teachers in lessons. The college also provided extra tuition for some gifted pupils.
11. In a reception class numeracy lesson the teacher demonstrated excellent knowledge of pupils' prior attainment. This formed the basis of work that was very challenging and reflected the teacher's very high expectations of pupils' attainment. Pupils completed their work accurately and attained well above that expected for children of this age. Very good links with literacy were established. Cards with numbers written in words were used effectively in mental calculation work. Subject specific language was used successfully to develop the children's mathematical knowledge. Information technology was used expertly to support pupils' learning. They used the computer to extend their numeracy and information technology skills. They attained very high standards. The teacher's excellent organisation of the activity ensured a significant number of children had opportunity to work on the computer in the lesson.
12. Numeracy in Year 2 was well taught. It was very clear what was to be taught and learnt in the lesson. This was successfully achieved. The teacher's use of appropriate mathematical vocabulary ensured pupils had a very good understanding of mathematical terms. There was effective use of whole class teaching to illustrate the value of digits in an addition sum. The individual work for pupils was carefully planned to ensure it accurately matched their needs. The work throughout the lesson was pitched at the right level to ensure good progress was made.
13. Very secure subject knowledge and brisk pace underpinned a very good literacy lesson in Year 1. The secure subject knowledge ensured relevant teaching points were made to consolidate pupils' previous learning. This provided a very good basis on which pupils developed their learning within the lesson. The brisk pace meant the planned work was well covered and pupils had an appropriate amount of time to complete their written work. The high expectations of behaviour and standard of work ensured pupils made very good progress in the lesson and attained well above average.

14. High expectations and skilled questioning in a Year 6 literacy lesson meant pupils' progress was very good in the development of their speaking and listening skills. This was exemplified in the discussions about the definition of the words 'interviewee' and 'contentious'. Very well organised and established routines meant no time was wasted and pupils completed a lot of very good quality work.

**Pupils' attitudes to learning, their relationships with one another and their personal development are very good**

15. Pupils in all year groups listen to their teachers carefully. They carry out teachers' instructions immediately and settle to their work without fuss. They are skilful in debate and listen to teachers and their classmates patiently while waiting for an opportunity to contribute to lessons. This was very noticeable in a Year 6 lesson about the pros and cons of the siting of a waste-recycling unit. The lesson extended pupils' debating skills so much that attainment was above that expected for pupils of this age.
16. Pupils maintain concentration for long periods. They persevere with difficult or complex tasks, working independently or co-operatively as the task demands. In a Year 3 lesson involving mental calculations they worked together extremely well to increase significantly the speed at which they answered questions accurately. In this lesson progress was very good and attainment high. They are well motivated, interested in all that is going on and keen to learn. In a numeracy lesson in reception pupils were completely focussed on their work. The outcome was work of a very high standard.
17. Pupils are aware of the school's expectations of good behaviour and with very few exceptions live up to those expectations. Behaviour in classrooms is always good, often very good and sometimes excellent. The flow of the lesson is, therefore, not disrupted and so more work is completed. In the playgrounds pupils play together well with no evidence that there are any major disagreements or instances of bullying. Pupils are polite and courteous to adults and each other. There have been no exclusions from the school for many years.
18. Relationships throughout the school are very good indeed. Pupils are aware of the views and feelings of others and take care of each other whenever there is need to do so. Older pupils act as "buddies" to pupils newly arrived at the school in reception. This role is highly regarded by pupils and is seen as a great responsibility. Pupils are trustworthy and respect school property and personal belongings. They like school and their attendance is above the national average. They take full advantage of the opportunities the school provides for extra-curricular clubs, including a highly successful chess club.

**Curriculum provision, including that for special educational needs, across the school is very good**

19. Curriculum planning is very good. Teachers draw on the schemes of work to produce very good medium and short term planning that is clearly linked to the National Curriculum. As a result teachers provide pupils with work in an appropriate sequence that builds well on their previous learning. This positively affects pupils' progress. Planning in all subjects provides clear information about what pupils should know, understand and do. Resources required to support the teaching and learning are clearly identified. There are effective links between different subjects. Literacy, numeracy and information technology are covered across all subjects. A very good example of this is in Year 6 design and technology work. Pupils produced very good written accounts of the reasons for producing different biscuits for different people. The high quality planning for literacy and numeracy across the curriculum enhances pupils' learning.

20. Equality of access and opportunity for all pupils is evident throughout curriculum planning. The school's special educational needs provision is good and meets the requirements of the Code of Practice. There are thorough arrangements for identifying and assessing pupils. Individual education plans are detailed, set specific learning targets and are closely monitored. This ensures pupils with special educational needs make good progress. In a Year 3 mathematics lesson very effective use of support staff ensured pupils with special educational needs received one-to-one support for part of the lesson. Pupils with special educational needs made very good progress in this lesson.
21. Pupils engage in a wide range of extra-curricular activities that successfully develop their interests and promote high standards. Extra-curricular activities include art club, chess, choir, instrumental tuition, football, netball, cricket, gardening, craft and a quiz club.

### **Provision for pupils' spiritual, moral, social and cultural development is very good**

22. The provision makes an important contribution to promoting the stated aims of the school which rightly emphasise the importance of valuing all people, caring for others and increasing the self-esteem of the whole school community. The school provides a very secure, supportive and happy ethos in which individual pupils are respected and caring relationships are very well developed. The school's provision for pupils' spiritual, moral, social and cultural development ensures pupils attain very high standards of behaviour and personal development.
23. Pupils are given many opportunities for reflection in lessons and the daily assemblies. In a reception lesson pupils reflected on the meaning of love. They then talked very sensitively about their own feelings. In assemblies pupils have quiet moments of reflection during time set aside for prayers. Provision for pupils' moral development is firmly rooted in and supported by the quality of relationships between adults and pupils. The staff members provide very good role models, consistently placing a strong emphasis on thoughtful actions and taking advantage of opportunities to make pupils aware of the difference between right and wrong. This is very evident in the very successful management of pupils identified with emotional and behavioural difficulties.
24. The curriculum provides very good opportunities to work co-operatively and collaboratively. The pupils gain a good understanding of citizenship through a well-structured programme of work. Pupils are given a variety of responsibilities related to school organisation. Year 6 pupils completed work of a very high standard when they produced a Video Prospectus for the school. The school provides a wide range of educational visits, including an annual residential visit, which broadens their social experience and provides valuable opportunities to develop independence. The curriculum contributes well to the pupils' understanding of their own culture and the culture of others. Pupils examine the cultural heritage of the area during educational visits. The school celebrates special events in the Christian calendar and festivals from other major faiths. Pupils are provided with many opportunities to learn about art and music from many different parts of the world. In Year 4 they study Australian art and listen to Vietnamese and Cambodian stories. They study village life in south east India. It is also evident that consideration is given to the ethnic diversity of our society.

**The headteacher, with the support of the governors, staff and parents, creates an ethos that very strongly supports learning**

25. The school is very well led by the headteacher who provides influential and supportive leadership. The deputy headteacher and senior teacher, who together with the headteacher provide a very good senior management team for the school, very ably support him. The headteacher's commitment to providing a high quality learning environment is reflected in the Investors in People award. He makes it a priority to value everyone within the school community and ensure they develop their full potential. This creates a very positive ethos, which reflects the school's commitment to a very effective learning environment, very good relationships and equality of opportunity for all whilst maintaining a strong Christian identity. The ethos positively affects pupils' learning.
26. Parents are very supportive of the school. They work alongside teachers in class to support pupils' learning. There are occasions when three parents are available to a teacher to support pupils' learning. Parents' contribution to supporting pupils' learning is enhanced by effective briefing by the class teacher of what their role is in particular lessons. Parents support their children's learning at home by encouraging the completion of homework. The headteacher and staff very actively encourage parental involvement in the pupils' learning and value highly their contribution. There is a very strong school/home partnership. Parents make a significant contribution to the progress their children make in school. There is also a great sense of community within the school further strengthened by the very close ties with the local church. This helps markedly with pupils' spiritual development.
27. Governors provide valued support. They demonstrate a very good understanding of their role and work hard to support the school with advice and encouragement. They are regular visitors and have a clear understanding of the strengths and weaknesses in the school. They and the headteacher have been instrumental in bringing about very significant improvements in the accommodation. The after-school and before-school club initiative is a successful venture that parents value. The siting of a private nursery in the school grounds is another very successful initiative. The school has excellent links with the nursery and this provides continuity in learning for the very youngest children in the school.

## WHAT COULD BE IMPROVED

### **The rate of progress of pupils by the end of Key Stage 1 could be increased, thereby raising standards**

28. The progress pupils make in reception and Year 1 is good. Inspection evidence found that attainment on entry to the school is above that expected of pupils aged four. By the end of Year 1 it is well above expectations for six year olds. However, by the end of Key Stage 1 attainment of pupils is above average, indicating that progress has slowed. Last year's national test results in comparison with similar schools were below average in writing and mathematics and average in reading. Analysis of the previous year's results also indicates below average attainment in comparison with similar schools. These are indicators of underachievement. Inspection evidence indicates improvement this year, but standards are still not high enough.
29. The school has initiated a number of strategies to address the problem, which is particularly evident in literacy. There is improved use of assessment to identify accurately the learning needs of individual pupils. The tracking of pupils' progress through reception and Year 1 gives a clearer picture of the trends in pupils' progress over time. The school is now using this information more effectively to set appropriate targets for pupils. Another strategy to be implemented is an increase in the parental involvement in pupils' learning, including the sharing with parents the targets their children are aiming for.
30. The main factor for the slowdown in pupils' progress at the end of the key stage is that expectations of what pupils are to attain are not high enough and the pace at which they work is not quick enough. Moreover, in literacy written work, including handwriting, is not of a high enough standard. Pupils produce high quality script in handwriting practice but do not reproduce this quality in their day-to-day writing. The work of some pupils is left unfinished. Some pieces of writing are no more than a couple of sentences long. Written exercises in commercially produced workbooks are often repetitive and too easy. Printed worksheets require little more than filling in blanks. A significant number of pupils read books that are too easy from the reading scheme.

### **Long term school development planning needs to be improved**

31. There is a satisfactory school development plan for this school year but there are too many targets set and there is not a sharp enough focus on school priorities. Long term strategic planning in the past has been good. Improved staffing levels and a significant improvement in the quality of the accommodation have been achieved through careful planning.
32. Projected figures for the next four years indicate a declining budget resulting in a deficit in four years time. Governors are very aware of the budget situation and shared with the inspection team various ideas for future strategic planning. These ideas are not incorporated in a school development plan that takes account of the declining budget.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The headteacher and staff in Key Stage 1 should:
- raise standards of attainment in literacy by the end of Key Stage 1 by increasing the rate of progress pupils make through raising expectations in the standards of their work.

(Paragraphs 28 - 30)

34. The headteacher and governors should improve the school development planning for the next three years to include models of action for the declining budget. They should:
- put developments in order of priority and cost them;
  - regularly monitor and evaluate the developments;
  - ensure the school development planning shows clearly exactly what they want to achieve in the interests of pupils.

(Paragraphs 31 - 32)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	33	43	19	0	0	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	180
Number of full-time pupils eligible for free school meals	9
<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	26
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	7	8	8
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	83 (65)	92 (60)	92 (70)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	7	8	8
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	83 (65)	92 (70)	92 (85)
	National	82 (81)	86 (85)	87 (86)

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

### 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
	1999	9	15	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	15	13	13
	Total	23	21	22
Percentage of pupils at NC level 4 or above	School	96 (96)	88 (83)	92 (77)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	15	15	15
	Total	23	24	24
Percentage of pupils at NC level 4 or above	School	96 (83)	100 (83)	100 (84)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest 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	180
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)	8
Number of pupils per qualified teacher	22.5
Average class size	25.4

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

Total number of education support staff	4
Total aggregate hours worked per week	56.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-99
	£
Total income	270,865
Total expenditure	269,699
Expenditure per pupil	1,635
Balance brought forward from previous year	16,933
Balance carried forward to next year	18,099

## Results of the survey of parents and carers

Questionnaire return rate 47.5%

Number of questionnaires sent out	183
Number of questionnaires returned	87

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	61	35	1	0	3
Behaviour in the school is good.	55	42	1	0	2
My child gets the right amount of work to do at home.	40	43	14	1	2
The teaching is good.	74	25	0	0	1
I am kept well informed about how my child is getting on.	41	39	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	72	27	0	1	0
The school expects my child to work hard and achieve his or her best.	73	20	6	0	1
The school works closely with parents.	44	47	8	0	1
The school is well led and managed.	57	33	5	0	5
The school is helping my child become mature and responsible.	60	36	1	0	3
The school provides an interesting range of activities outside lessons.	53	30	7	1	9

### Other issues raised by parents

Parents have concerns about the accommodation for Year 1 pupils.