

INSPECTION REPORT

CROMFORD C E PRIMARY SCHOOL

Matlock, Derbyshire

LEA area: Derbyshire

Unique reference number: 112840

Headteacher: Mrs Valerie Wilson

Reporting inspector: F Gillam
21498

Dates of inspection: 10th – 11th July 2002

Inspection number: 195313

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Maggie Martin

Date of previous inspection: 3rd June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cromford Primary School is smaller than most other primary schools nationally. It is a Church of England Voluntary Controlled school. There are 91 pupils on roll of whom 47 are boys and 44 are girls. There are ten children of Foundation Stage¹ age in the Reception Year. Attainment when children first start school is below that expected for their age and well below in language. There are four classes; three classes have mixed age ranges. Pupils in Year 6 are taught as a single age group. Almost all pupils are from a white British background. Two pupils are from other ethnic backgrounds: Chinese and Indian. The percentage of pupils entitled to free school meals is 11 per cent and broadly average. The number of pupils on the special educational needs register is 14, which is 15 per cent and below average. Four pupils have statements of special educational needs, which is about 4.3 per cent and above average. There have been changes to staffing since the last inspection, including the headteacher and three out of the four teachers; a supply teacher is teaching one class. The headteacher has a teaching commitment for half of the school week. This past year some of the staff are teaching year groups new to their experience.

HOW GOOD THE SCHOOL IS

Cromford Primary is an effective school in which pupils do well in English and mathematics to reach standards that are in line with those expected for 11 year olds. The teaching of English and mathematics is good and so pupils make good gains in learning the basic skills of literacy and numeracy. Pupils have very good attitudes towards their work because they find lessons interesting; teachers make effective and meaningful links between different subjects that make pupils' learning purposeful. Leadership and management are good. Over a difficult year of staff changes, the headteacher has given good support to new teachers; the staff and governors have a clear view of the school's strengths and areas for improvement. The school gives good value for money.

What the school does well

- Pupils achieve well in literacy and numeracy because of the good teaching.
- Pupils enjoy school, work very hard and behave very well because they find the work interesting; staff value their efforts and set very good examples for the pupils to follow.
- The school offers a lively and interesting range of activities in Years 1 to 6 that appeals to pupils and makes learning relevant.
- The headteacher and governors have a clear view of how well the school is doing and what needs doing next and this steers school improvement successfully.

What could be improved

- The children in the Foundation Stage are not doing as well as they should because their needs are not always being met.
- The pupils' spelling by Year 6 is not as good as it should be because teachers do not always give them good guidance on how to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the inspection in June 1997. Standards have risen in line with improvements in the national picture. Although standards are lower in the present Year 6 than in previous years, the pupils' progress is good. All the issues from the previous inspection have been dealt with effectively. There is now clear guidance for helping teachers plan work to meet the needs of pupils more effectively. Teachers use this guidance well in most year groups but at present the planning for children in the Foundation Stage is unsatisfactory. Standards in handwriting are now better by Year 2 and pupils are developing a suitable joined style of handwriting. The resources for teaching mathematics and science are better than they were and teachers and pupils have a better range to draw upon to support learning. Standards are now better in information and communication technology (ICT) and pupils have good access to computers. The provision for developing pupils' knowledge and understanding of other cultures is better than it was. The school is well placed to improve further.

¹ Foundation Stage – the stage of learning for children aged from three years up until they join Year 1 and begin the National Curriculum

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				Key
	all schools			similar schools	
	2000	2000	2001	2001	
English	D	C	A	A	well above average A
Mathematics	B	A	A	A	above average B
Science	C	A	A	A	average C
					below average D
					well below average E

In the tests for eleven year olds in 2001, the school's standards were much better when compared with all schools and schools in similar circumstances in English, mathematics and science. Each year the number of pupils taking the tests varies considerably. Last year 16 pupils took the tests for eleven year olds and only eight took the tests for seven year olds. When there is a high number of pupils with special educational needs in a year group this can make a significant difference to the standards the school attains. Standards in Year 6 are lower than last year because almost half the pupils in this group of 13 need extra help with their work. Standards are in line with those expected for eleven year olds in English, mathematics and science. Standards by the end of Year 2 are below average in reading and writing and average in mathematics. The school sets realistic and challenging targets to achieve in the national tests because of the good arrangements to check how well pupils are doing; these inform goals for improvement successfully. The school's trend in results has risen broadly in line with the improvement in results nationally. During their time in the school, pupils achieve well in English and mathematics from their lower than expected starting point when they start school. Throughout the school, pupils make good progress in writing, although this is more so in how they organise their writing and in using punctuation correctly. Efforts to improve the standard of handwriting are working successfully in Years 1 and 2 but are yet to reflect as well in the pupils' work in the older year groups. The standard of spelling is weaker in comparison with the structure of pupils' writing and this lowers the standards pupils attain. Pupils make good progress in mathematics, especially towards the end of Year 6 as pupils become more adept at using their mathematical skills, knowledge and understanding to solve problems. Standards in the Foundation Stage are well below average and should be higher because the curriculum for this age group is not taught as effectively as it might be across the areas of learning². Some children's rate of achievement is hindered by being given tasks that do not relate closely enough to their specific needs, particularly in light of their lower than expected attainment on entry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils try hard and concentrate well in lessons; they show a lively interest in what they are doing.
Behaviour, in and out of classrooms	Very good – pupils fully understand how their behaviour can affect others and they follow the school's simple but useful rules very well.
Personal development and relationships	Very good – pupils work and play together constructively. They get on very well with the adults who work with them.
Attendance	Satisfactory – the attendance rate is average and pupils enjoy coming to school.

² Areas of learning – there are six areas of learning in the Foundation Stage: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and, creative development.

Pupils find their work interesting; they enjoy taking on responsibilities such as setting out the hall ready for morning assemblies. Children in the Foundation Stage soon learn the classroom routines and this helps them settle quickly into school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	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 teaching of the basic skills of reading and writing and mathematics is good; this is evident in how well most pupils do in their time in the school. Pupils are interested in their work because teachers explain to them what they are going to learn and make some useful links with their learning in other subjects. This has been a strong feature of the work in Year 6 when pupils became 'forensic' scientists and newspaper reporters, making good use of their scientific and literacy skills to help them solve a crime. Pupils try hard in lessons because they know their efforts are valued. Teachers develop constructive relationships with the pupils and so most pupils are happy to tackle new work and share their ideas. Pupils usually work at a good pace because they know what they have to do. In the oldest class, teaching makes good use of setting time limits for pupils to complete their work; this provides a goal for pupils to aim for and speeds their learning. Pupils like to know how well they are doing and teachers' marking, particularly in writing, provides some useful pointers for improvement but this is not as consistent in other subjects. Most teachers' planning sets out clearly what the different groups of pupils are to learn and this ensures that tasks match the pupils' needs. In the year 2001-02, the organisation of teachers and classes has meant that all teachers have taken responsibility for teaching a different age group. In the case of the youngest class, the teacher's knowledge of how young children learn and make progress is not secure. This shows, for example, in the way that children are encouraged to start writing before they have developed hand and eye co-ordination and the way the tasks are controlled by adults rather than letting children find out by investigation and exploration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – the activities planned provide effective links between the different subjects and ensure the pupils have interesting and relevant learning experiences; this is not the case in the Foundation Stage and the curriculum for the children is unsatisfactory.
Provision for pupils with special educational needs	Good – support in lessons is effective in helping pupils with special educational needs to be fully involved.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good – staff treat pupils with fairness and respect and this sets a very good model for pupils to copy. Chances to work as a whole class, with a partner or as part of a group successfully encourage pupils to be aware of the views of others.
How well the school cares for its pupils	Good – there are very good arrangements in place to check how well pupils are doing and this focuses support for pupils of different abilities. However, this information is not used effectively to help children in the Reception Year develop as quickly as they could.

The range of activities outside normal lessons is excellent and enhances not only pupils' learning but their personal development as well. The planning for children in the Foundation Stage does not take enough account of the steps in learning to ensure that they develop their skills, knowledge and understanding as well as they can.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good – during a period of staff changes the headteacher has used the limited time she has available when she is not teaching to maintain a clear view of what needs to be done to improve standards further. Staff share an understanding of where the school's priorities lie and have a strong commitment to improve.
How well the governors fulfil their responsibilities	Good – the governors know how well the school is doing and what needs to be done next to bring about improvements. They support the work of the school effectively.
The school's evaluation of its performance	Good – there are good procedures to check how well the school is doing and how well pupils are progressing.
The strategic use of resources	Good – the school uses funding wisely to focus spending upon raising standards further.

To ensure that the school is doing the best for its pupils the headteacher and governors check how well they are doing and challenge the methods they use to support pupils' learning. Parents are consulted regularly, for example, about school uniform and homework. Enlisting the help of a local business has made considerable savings to the budget, such as resurfacing the playground. The headteacher has ensured that new staff have had well-focused support and she has managed to keep disruption to a minimum in the class affected most by staff changes. However, keeping an overview of the provision for the Foundation Stage has suffered as a result.

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 children like coming to school. • The teaching is good and their children make good progress. • They feel comfortable about approaching the school with questions or a problem. • The school expects their children to work hard and do their best • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work their children do at home. • The range of activities outside normal lessons.

The inspection evidence supports the parents' positive views. The team found that the arrangements for homework need reviewing. Although the school has consulted parents about the work they would like their children to do at home, parents are not always kept fully informed and a consistent approach towards homework has not yet been established. The inspection evidence does not support the parents' views about activities outside lessons. There is an excellent range of activities that take place during lunchtimes and after school, as well as a range of visits out and visitors into school that helps to extend pupils' learning and personal development.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in literacy and numeracy because of the good teaching.

1. In literacy and numeracy, pupils receive a good grounding in learning letter sounds, numbers and shapes. From a below average starting point, the pupils achieve well by the end of Year 2. By then, the pupils are confident to try out things for themselves and tackle, for example, more unfamiliar words in reading and spelling, and calculate using larger numbers. Teachers have a firm grasp of how to teach both literacy and numeracy and this shows in the clear way they often share information with the pupils. This captures the pupils' interest and helps them to develop their concentration in lessons.
2. In literacy, guided reading provides good chances for pupils to experience an interesting range of books. Teachers make good use of this time to foster pupils' enjoyment of reading and develop reading skills further. For example, in Year 2, the teacher set out the expectations for the group reading lesson clearly and, because of this, pupils settled to their work and made efficient use of the time. Those reading independently sustained their concentration and chose their reading material sensibly. The teacher's questioning probed pupils' understanding and comments encouraged the pupils to try even harder. This led to pupils putting greater expression into reading aloud and in taking notice of punctuation such as exclamation marks. By Year 6, pupils develop their skills of reading for information effectively. The higher attaining are able to skim text to find relevant sections quickly and the average attaining and lower attaining pupils use headings and sub-headings to aid their search. Using ICT provides greater access to information and pupils are able to use the Internet successfully to increase the range of information they have available to them.
3. Teachers throughout the school provide good opportunities for pupils to write for different reasons, such as letters, stories and accounts and this gives the pupils a good understanding of how writing is used to communicate ideas, feelings and information. By Year 2, higher attaining pupils develop a clear understanding of how to organise their writing because this is taught systematically. For example, they write stories with a clear beginning, middle and an end. Over the course of the year, the teaching of handwriting proves successful because pupils' writing becomes more even in size and easier to read and the higher attaining pupils join letters correctly. However, the influence of the new handwriting scheme is not yet fully reflected in pupils' work in the older classes. Pupils in Year 2 begin to choose words more effectively to bring interest to their writing. Higher attaining and average attaining pupils use capital letters and full stops correctly and know how to use questions marks within their writing. By Year 6, this work is built on effectively and the higher attaining pupils organise their writing into paragraphs and correctly use an extensive range of punctuation. Average attaining pupils also have a good understanding of the use of different types of punctuation, their writing increases in length, and the choice of words is precise and fits the purpose of the writing effectively. The school's efforts to improve the standard of writing have been successful in helping pupils to improve their handwriting by Year 2 and the structure of pupils' writing by Year 6.
4. In numeracy, pupils by Year 2 make more rapid gains in their learning than pupils in Year 1. This is because in Year 2, there are better opportunities for pupils to practise and refine their mathematical skills in practical activities and in recording their own calculations. By Year 2, standards are in line with those expected for seven year olds and pupils make good progress from their below average attainment when they started school. By Year 6, pupils have built upon their earlier mathematical skills, knowledge and understanding well. They are successfully developing different ways to calculate across the different aspects of numeracy such as measures, fractions and shape. Teachers in the juniors provide suitable opportunities for pupils to develop ways of solving problems and noticing patterns and how to relate this to

their problem solving. For example, in a Year 4/5 lesson, the pupils were delighted, once they had worked out the sequence, to be able to count on in fives from 253 accurately and quickly. Over time, pupils' progress is good, although some of the disruptions to teaching have been more noticeable in the consistency in teaching in numeracy as opposed to literacy due to the higher profile given to the teaching of writing over the last year.

5. The support for the lower attaining pupils and those with special educational needs is often good because these pupils are able to access work at the right level of demand. They also receive timely help if they need it. This builds the pupils' confidence and reflects in the numbers who do as well as expected or better in the tests by Year 6 but, more importantly, in their good progress over time since beginning school.

Pupils enjoy school, work very hard and behave very well because they find the work interesting; staff value their efforts and set very good examples for the pupils to follow.

6. Pupils like coming to school because they enjoy their lessons and the range of activities the school offers. They find learning interesting and are happy in their work and play. Pupils know that the staff value their efforts because the pupils receive well-focused praise when they do well. This encourages them to try harder.
7. Children in the Foundation Stage like to get involved in activities. They know how to listen to the teacher and how to take turns when talking because they have been taught the importance of taking note of others. They settle quickly to their work and concentrate well with the help of the adults who work with them. The children learn to show care and consideration for others because of the very good example set by the staff and this shows in their very good behaviour.
8. In Years 1 and 2, teachers build upon these positive aspects successfully. Classrooms are happy places and pupils get on well with one another. By the time the pupils are in the juniors, they have a cheerful outlook and know what is expected of them. Pupils know what they are going to learn because in most lessons teachers explain this clearly. This helps the pupils to settle to their work quickly and confidently. In a Year 2 science lesson, for example, pupils were kept on their toes because the teacher built upon their natural curiosity. The pupils were so eager to have a go at making shadows that they listened carefully and sustained interest throughout the teacher's introduction to the work. This resulted in pupils developing their scientific skills of observation further. Boys and girls willingly offer their ideas and most teachers ask questions to make sure that all the different groups of pupils are fully involved in the lessons. This was very evident in the music lessons taught by a musician from the local education authority. The pupils in the Year 4/5 class thoroughly enjoyed moving in time to the cello playing and responded individually to the teacher's encouragement to copy a short refrain. All the boys and girls sang aloud individually and with confidence. Older pupils co-operate very well. For example, in a literacy lesson in Year 6, pupils knew what they were doing; they joined in fully with discussions and listened well to the teacher. This was effective in helping them to organise themselves when working in small groups or with a partner. The teacher expected the pupils to work with a high level of independence and they did this very well. Pupils with special educational needs and the lower attaining pupils had good help from the teacher and the education care officer. This sensitive support meant that while pupils did not struggle with their work, they did not depend too much on adult help. This had a positive effect upon the effort the pupils put into their work because they felt confident to tackle the writing task. Positive aspects of teaching such as these develop good work habits in pupils and an interest in their learning.
9. Teachers provide very good models of respectful and caring behaviour. This shows in the way they treat the pupils. Pupils throughout the school copy the adults' positive examples successfully. The school and classroom rules ensure that pupils understand what is expected and this secure knowledge of the difference between right and wrong has a significant impact upon their very good behaviour. This is evident not only in lessons but also when pupils are out on the playground and moving around the school. Activities such as the Friendship Group help

pupils to understand the impact of their actions upon others and to resolve problems fairly. Pupils develop very good relationships with each other and the adults who work with them because their achievements are acknowledged and help provided should they need it.

The school offers a lively and interesting range of activities in Years 1 to 6 that appeals to pupils and makes learning relevant.

10. The school offers an exciting range of activities that enrich and extend the pupils' learning. These activities help to develop pupils' sense of the wider world as well as their own cultural roots because they include visits out of school and visitors into school. For example, during the week of the inspection, older pupils were to visit a zoo to bring together some of the work they had been doing in class in ICT. Younger pupils earlier in the term had visited a local farm to develop their understanding of the care of animals. This visit provided the chance to see some of the animals they had been hearing and reading about in Dick King-Smith stories and also gave stimulus to writing activities when they returned to school. The school provides an excellent range of activities during lunchtimes and after school. The pupils enjoy attending the various clubs. For some time the pupils and staff have been developing a wildlife area in the field adjacent to the school. Following their success in the Animal Friendly School of the Year Awards the pupils were extremely pleased when their efforts were acknowledged and the school received a certificate and video to celebrate their achievements. The school provides the chance for pupils to develop their sporting skills in netball and football. Not only do clubs offer the chance for pupils to develop their physical skills, there are also musical and social groups and the opportunity to develop ICT skills further. Residential visits when pupils are in Years 2/3 and Years 5/6 give pupils the chance to develop their personal skills. Some activities are yearly events such as the visit to Arkwright's Mill on the outskirts of the village. On one Saturday each year adults and pupils have the chance to become mill workers for the day; this is a valuable experience that links well to the pupils' historical understanding as well as their cultural roots.
11. Not only do these activities bring purpose to pupils' learning but teachers also make effective links between subjects that give relevance to what the pupils are learning and make good use of the teaching time for the different curriculum areas. This is particularly evident in Year 6 in the way that the teacher uses literacy and ICT skills to develop knowledge and understanding across a range of subjects. For example, in preparation for the zoo visit, pupils used their ICT knowledge to search for the zoo website. They then used the various 'hot keys' to take them to relevant web pages to find specific information about new arrivals at the zoo. The higher attaining pupils were quick to log onto the news web page to get the most up-to-date information. Not only did pupils use their ICT skills extremely well, they also used their reading skills to quickly find key information in the text. This activity gave real meaning to the zoo visit. Opportunities for pupils to develop their speaking skills are also usefully linked to work in class. When pupils came to school and found their classroom taped off as a crime scene it led to great excitement and discussion that gave pupils the opportunity to air their opinions and to take others' into account. The science and written work stemming from the crime gave pupils the chance to investigate evidence and write for different reasons, such as newspaper reports and character studies. Similarly, the younger pupils wrote letters to Dick King-Smith asking about his books and commenting on his stories. All these activities provide an interest and stimulus for pupils' learning and contribute effectively to the interest that the pupils show in lessons and the good progress they make.

The headteacher and governors have a clear view of how well the school is doing and what needs doing next and this steers school improvement successfully.

12. There have been staff changes in the last year due to promotion and teachers seeking a wider experience than teaching in a small school. This has involved almost half of the teaching staff and has been beyond the school's control. The very nature of the changes in staffing has meant that the headteacher has rightly focused upon supporting newly qualified and supply

teachers, within the confines of her heavy commitment to teaching, to ensure the least amount of disruption to pupils' learning. This has led to the overview for the provision for the Foundation Stage not being as rigorous as it should have been and this is an area for improvement. Nevertheless, the improvement overall since the last inspection has been good in terms of the rise in standards and, more importantly, the pupils' achievement over time. All the areas identified as in need of improvement at the last inspection have been dealt with successfully. In this last year the staff have developed as a team and they work well together; they have a shared commitment to improve. This shared view of what the school needs to do to improve further is brought about by the effective arrangements in place to check how well pupils are doing and to assess what is happening in most classrooms.

13. The information from tracking pupils' progress, the analysing of pupils' test results and information about what is happening in the classroom is used effectively to lead to further investigation. From this the headteacher and senior staff identify what is working successfully and what areas need further attention to raise standards further. This information is shared with all the staff and also governors and informs the school's plan for improvement successfully. From this investigation, the school focuses support for teachers through training as well as support for different groups of pupils. This has been effective in identifying support for pupils with special educational needs and in grouping pupils for the Early and Additional Literacy Strategies funded by the government. The effective use of funding to support improved teaching is reflected in the greater confidence there is in teaching ICT; this also shows in the improved standards. The headteacher keeps the governors fully informed about the outcomes of the analysis. This ensures that their decisions about spending are based upon accurate information.
14. Efforts to improve pupils' writing have been successful over the last two years. This is because staff have been fully aware of what they need to do to raise standards further. The handwriting in the infants shows that there is now a more consistent and systematic approach to teaching handwriting and so standards are better by Year 2. The headteacher is aware that the methods to improve handwriting are not yet bearing fruit in the juniors and that spelling throughout the school is weaker in comparison with other aspects of writing and this is identified in the school's plan for improvement. Whilst standards are lower this year than in previous years, the school anticipated this because of the indicators from pupils' assessments and test results throughout their time in the school. The school's good use of the information gained from checking their progress has helped teachers to cater for this group of pupils and so almost all have made good progress in English, mathematics and science since taking the national tests in Year 2.
15. The staff in Cromford Primary are hardworking, demonstrate a desire to improve and work together well as a team; they care for and value their pupils' efforts. Through the analysis of the school's achievements the strengths are celebrated and the areas for improvement identified. The staff and governors know what they are aiming for, and the school's capacity to improve is good.

WHAT COULD BE IMPROVED

The children in the Foundation Stage are not doing as well as they should because their needs are not always being met.

16. In the last year the school has had staffing problems; the focus for much of the school's work has been upon raising standards and supporting newly qualified teachers and supply teachers new to the school. There has been little staff development linked to how young children learn and the requirements for teaching the Foundation Stage.
17. The teaching of children in the Foundation Stage too closely follows the guidance for teaching Year 1 pupils and so does not give children the breadth of experience they need to develop and to make progress across the areas of learning. Areas such as the knowledge and understanding of the world, and the creative and physical development of children are split into subjects such as science, design and technology and physical education. This has led to not enough importance being given to the steps children make before they attain the early learning goals.³ This is of particular concern when so many of the children start school with skills below those expected for their age in most of the areas of learning. Not enough account is taken of the children's starting point when the work is planned for them and so work is often too difficult. For example, children's writing shows that they are introduced to the formal aspects of recording long before they have developed the hand and eye co-ordination to help them trace over adults' writing. This leads to children struggling with the process of writing before they fully understand its purpose. In addition, much of the work recorded shows that the children are repeating sections of stories they have listened to and there is very little chance for them to use their imaginations or initiate writing in other ways such as through play in and out of doors. In children's mathematical development, there is too much emphasis upon children doing sums and recording their calculations in workbooks rather than allowing them to choose how to record, for example, by drawing pictures or tallying.
18. The planning of activities for children's learning is not effective because it does not ensure that their skills are built in small steps and that activities link together so that they can practise what they have learned. For example, planning does not identify explicitly the vocabulary children should develop and any opportunities for using and extending children's skills in literacy in the other areas of learning. In terms of children's personal, social and emotional development, planning is not always evident and so teaching is not precise about what individuals might need to do to develop the skills of independence, persistence and concentration further. Generally, there are too few chances for children to explore and investigate things for themselves because adults decide when children should begin and end an activity, irrespective of their level of interest. This means they do not have the chance to develop their involvement in activities, persist at activities they choose themselves or select and carry out activities themselves. This was evident in a session when children were involved in creative aspects of their work. The children were directed by the adults rather than allowing them to use their own imaginations and ideas about how they would make a model out of natural materials.
19. There is a lack of understanding about the how young children learn and not enough staff development has taken place to implement the curriculum effectively, particularly when staff have not taught this age group before.

³ Early learning goals set out what children are expected to know by the end of the reception year before starting the National Curriculum in Year 1.

The pupils' spelling by Year 6 is not as good as it should be because teachers do not always give them good guidance on how to improve.

20. The present arrangements for teaching spelling are not rigorous enough; pupils throughout the school make careless errors in their work. This lowers standards and reduces the marks pupils receive in the tests in Year 6. Teachers do not always use the school's guidance consistently, for example when marking pupils' work, and some teachers do not ensure that pupils learn words that they persistently misspell. Although pupils learn the sounds of letters and the higher attaining pupils in the infants tend to be more accurate in spelling familiar words, the pupils' knowledge of spelling patterns is not secure. The pupils do not check their work carefully enough or consistently use their knowledge of word families and other words to help them spell correctly.
21. By the time the pupils are in the juniors they do not have the firm foundation necessary to help them spell unfamiliar and some common words correctly. The higher attaining pupils' spelling is more accurate but even they do not have a secure enough understanding of spelling patterns and letter strings. Some errors relate to pupils not checking their work carefully. Teachers do not systematically assess where problems are arising nor identify the reasons for misspellings. Although teachers provide pupils with lists of words to learn, this does not go far enough in developing pupils' standards of spelling because these lists do not necessarily address individual or groups of pupils' difficulties. The school has rightly identified that the standards in spelling need to rise and it is an area for development in the school's plan for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The headteacher, senior managers and governors should

- (1) Improve the progress of children in the Foundation Stage by:
 - Improving teachers' knowledge and understanding of this stage of learning.
 - Ensuring that the curriculum for the Foundation Stage is implemented fully.
 - Ensuring that planning reflects what children are to learn in each of the areas of learning.
 - Ensuring that full attention is given to the stages of learning so that children build effectively upon what has been learned before.
 - Using the information about children's attainment when they start school more effectively to plan tasks to meet the children's differing needs.

- (2) Raise standards in spelling by:
 - Ensuring that spelling is taught systematically throughout the school.
 - Ensuring that teachers use methods that identify particular difficulties in spelling to be able to focus help more precisely for pupils.
 - Ensuring that teachers use methods that teach the different components of spelling set out in the guidance for teaching writing.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

9

Number of discussions with staff, governors, other adults and pupils

6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	0	3	4	1	0	0
Percentage	11	0	33	44	11	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	91
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	14

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	88 (88)	94 (94)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	88 (71)	94 (94)	100 (88)
	National	72 (70)	74 (72)	82 (79)

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

*Fewer than ten pupils took the tests in Year 2 in 2001 and so this information is omitted from the report in line with the governors' reporting arrangements to parents.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	77
Any other minority ethnic group	2

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)	4
Number of pupils per qualified teacher	23
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	81

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	248718.00
Total expenditure	250411.00
Expenditure per pupil	2751.00
Balance brought forward from previous year	28910.00
Balance carried forward to next year	27217.00

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
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	91
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	3	0	0
My child is making good progress in school.	59	33	8	0	0
Behaviour in the school is good.	49	46	3	0	3
My child gets the right amount of work to do at home.	36	44	8	10	3
The teaching is good.	59	33	3	0	5
I am kept well informed about how my child is getting on.	56	33	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	15	8	3	0
The school expects my child to work hard and achieve his or her best.	67	28	3	0	3
The school works closely with parents.	51	38	8	3	0
The school is well led and managed.	54	28	10	0	8
The school is helping my child become mature and responsible.	67	23	8	0	3
The school provides an interesting range of activities outside lessons.	31	38	23	3	5