

INSPECTION REPORT

KINOULTON PRIMARY SCHOOL

Kinoulton

LEA area: Nottinghamshire

Unique reference number: 122651

Headteacher: Mrs C Botham

Reporting inspector: Fran Gillam
21498

Dates of inspection: 4th – 5th March 2002

Inspection number: 196289

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: Community

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Main Street
Kinoulton
Nottinghamshire

Postcode: NG12 3EL

Telephone number: 01949 81203

Fax number: 01949 81477

Appropriate authority: The Governing Body

Name of chair of governors: Mr K Hudson

Date of previous inspection: 6th – 9th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kinoulton is smaller than most other primary schools nationally. There are 113 pupils on roll: 55 boys and 58 girls. There are four children in the Foundation Stage¹ and they are taught in a mixed Reception Year/Year 1 class. Two part-time teachers teach this class. Children's attainment when they start school is broadly as expected for their age. There are five classes; all classes have mixed aged groups except the Year 6 class; the mixed Years 3 and 4 classes are taught by two part-time teachers. Almost all pupils are from a white British background. The percentage of pupils entitled to free school meals is five per cent, which is well below the national average. Twenty-three per cent of pupils are on the special educational needs register, which is broadly average; one pupil has a statement of special educational need. Most of the teaching staff are new to the school; only the headteacher, one teacher and two support assistants were in post at the time of the last inspection. Replacing teaching staff has proved difficult in the past; at present there is one temporary teaching appointment.

HOW GOOD THE SCHOOL IS

Kinoulton Primary is a good school because it promotes high standards. By Year 6, standards are well above average in English and mathematics. Teaching is good because almost all teachers expect the best from their pupils. They teach lessons that are often exciting and so pupils are keen to learn. The pupils work hard and they learn well and make good progress. The headteacher, staff and governors are an effective team; they have a clear view of what they need to do and why. The good arrangements the school has for checking how well pupils and staff are doing provide clear information, which is used to set targets for improvement. Importantly, the action taken is effective in raising standards. The school gives good value for money.

What the school does well

- Pupils do well in English and mathematics because teaching is good; this results in the well above average standards by Year 6.
- Pupils enjoy school; almost all are keen to learn and work hard because staff encourage them to do their best.
- The very oldest pupils are involved fully in their own learning because they know what is expected and how they can improve.
- The headteacher, senior teachers and governors are an effective team; they build on the school's successes well.

What could be improved

- The teaching and learning in the youngest junior class.

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 last inspection in May 1997 because standards by Year 6 have improved at a rate faster than the national average. In the pupils' work now, standards in English are well above average and better than in the tests in 2001. All the areas identified as needing improvement at the time of the last inspection have been addressed successfully. There are now policies and schemes of work for all subjects. The arrangements for checking how well pupils are doing are effective and senior managers use this information well to set targets for improvement. This ensures that pupils of all abilities are supported and challenged to improve their learning. As a result, the higher attaining pupils' work is now suitably demanding and they do well. Staff now have clearly defined roles and responsibilities and there are arrangements for checking the strengths and areas for improvement in teaching and learning. There are greater opportunities for pupils to use information and communication technology (ICT) to support their work in other subjects; teachers' knowledge of how to teach ICT has improved and standards have risen as a result.

¹ The stage of learning for children from the age of three years until the end of the Reception Year.

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	
	1999	2000	2001	2001	
English	B	A* ²	C	D	well above average A above average B average C below average D well below average E
Mathematics	B	A*	A	B	
Science	C	A*	A	A	

Caution is needed when looking at the table above because the difference from year to year in the attainment of children when they first start school and the small year groups lead to variations in the standards from one year to the next. In the tests in 2001, standards were well above average in mathematics and science and average in English. When compared with schools in similar circumstances to Kinoulton, the school's performance was much better in science, better in mathematics but worse in English. The performance of boys in writing was the main reason why standards were not as high in English as in the other subjects. The school has taken effective action to address this weakness and standards, in the English work of the present Year 6 pupils, are well above average. Higher attaining pupils, in both literacy and numeracy, work quickly and effectively; their writing is lively and interesting and in mathematics they work accurately. Average attaining and lower attaining pupils also do well. Their writing is organised well and they explain the methods they use to solve mathematical problems clearly. The school sets challenging targets for standards, firmly based upon what is known about pupils' performance.

During their time in school almost all pupils, including those with special educational needs, do well. Children get off to a good start in the Reception Year and exceed the expectations for their age by the time they start Year 1. This contributes effectively to the above average standards seen in the pupils' work in writing and mathematics at the end of Year 2. Pupils make good use of the writing skills, learned in literacy lessons, to develop their knowledge and understanding in other subjects such as geography and history. By the time pupils are in Year 6, they are adept at using their numeracy skills, for example to interpret graphical information in science or to test out their ideas about structures in design and technology. In subjects such as history and religious education, pupils research information using ICT, read information carefully and pick out the key points in their written accounts. Whilst the achievements of most pupils are good in the juniors, pupils in the youngest junior class are not making as rapid progress because sometimes expectations of what the pupils can do are not always high enough, for example in improving writing skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – almost all pupils really enjoy their time in school. Most of them are keen to learn and work hard.
Behaviour, in and out of classrooms	Good – most pupils behave well and recognise the effect of their behaviour upon others.
Personal development and relationships	Good – most pupils work together effectively in pairs or groups. They support one another well and willingly take part in activities.
Attendance	Very good – the attendance rate is well above the national average and there is very little unexplained absence.

² The comparative grade A* indicates that the school's performance is in the highest five per cent of schools nationally.

The school council is an effective platform for pupils to air their views. The oldest pupils in the school enjoy the challenges set for them. Whilst most pupils work and play together effectively there is a small number of pupils in the youngest junior class who do not take the time to listen to what their classmates have to say and are not always considerate of others.

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 teaching of English and mathematics is good because there is a strong emphasis upon teaching pupils the skills to make them effective readers, writers and mathematicians. In most lessons, pupils increase their understanding and develop skills and knowledge quickly because teachers set work that places the right sort of demand upon the different groups within their class. Pupils have a good understanding of what they are doing because teachers share clearly what it is the pupils are to learn. Often the teachers' explanation captures the pupils' interest; this motivates the pupils and they work at a brisk pace and learn well. Teachers' planning is precise about what will be learned. Teachers give pupil support assistants clear guidance; the help they give to pupils with special educational needs is good and these pupils are fully involved in lessons. In most classes, pupils sustain concentration and are able to learn for themselves during independent work because teaching prepares them well. Resources are to hand and teachers make clear to pupils what is expected. During group work teachers ask probing questions to check out how well pupils are doing and to avoid any problems arising. Sometimes the questioning encourages a greater response from pupils; for example, in Year 6 during a discussion about formal and informal language the teacher got a good response after telling pupils, " You can't go wrong with this, it's your opinion." The pupils had more confidence and as a result the level of discussion increased along with the pace of their learning. In almost all the classes, teachers manage the pupils very well and this shows in the manner in which pupils and teachers interact and the high level of respect. However, in the youngest junior class this is not always the case and the inappropriate behaviour of a small number of pupils is not managed as well as it could be. The interruptions and the lack of opportunity for all pupils to take part slow the pace of the lessons and in turn the pupils' learning. This is evident also in pupils' work where the quality and range of work completed is not always of the same good standard as in other classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – the school offers a wide and rich range of opportunities to enhance pupils' learning. The work is relevant to the ages and interests of the pupils and lends purpose to what they are learning.
Provision for pupils with special educational needs	Good – pupils are fully involved in lessons; almost all make good progress. There is effective help from pupil support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good – teachers set very good examples for the pupils to follow. There are good opportunities in assemblies for pupils to consider relationships and how they can support one another. Staff provide chances for pupils to work in pairs and small groups to develop their skills in listening and taking turns.
How well the school cares for its pupils	Good – the arrangements for checking how well pupils are doing result in well-focused support to speed the learning of individuals and groups of pupils.

The links with a Polish school in Poznan is effective in developing pupils' understanding of other cultures.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good – the headteacher has built a hard-working staff team. The deputy headteacher gives very good support. Action to raise standards is effective and standards are rising faster than the national trend.
How well the governors fulfil their responsibilities	Very good – the governors have a very clear view of what is happening in the school. They make decisions wisely; these are firmly set upon raising standards further.
The school's evaluation of its performance	Good – the analysis of test results and pupils' answers to test questions is used very well to focus support and identify areas for improvement.
The strategic use of resources	Good – funding is allocated prudently to ensure that support for pupils and resources for teaching and learning are effective.

There are good arrangements to check the influence of teaching on pupils' learning. However, some items identified for improvement need a more regular check to ensure that the action taken is as effective as it could be. The school regularly consults pupils and parents about the changes it is proposing. The effective comparison with other schools' performance enables the school to check how well it is doing and to challenge its methods. This ensures that the senior managers and governors make improvements based on sound information, which directs the decisions about spending effectively.

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. • The school expects their children to work hard and do their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of work their children get at home. • The information provided about how well their children are getting on. • The range of activities outside lessons.

The team agrees with the positive views of the parents. At the meeting prior to the inspection parents' views were split upon whether pupils had too much or too little homework. The inspection found that the work pupils are expected to do at home supports their learning well and builds on what has been taught in class. Annual reports to parents have improved and contain sufficient information about how well pupils are doing and provide pointers for improvement. There is a good range of activities outside lessons. Activities such as the Polish Camp, art weeks and writing competitions enrich what is on offer; they support pupils' personal and academic development very well.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils do well in English and mathematics because teaching is good; this results in the well above average standards by Year 6

1. Children in the Reception Year get off to a good start because of the effective teaching of the basic skills of reading, writing and number. Children in the mixed Year 1 and Reception Year class have good opportunities to practise and consolidate their understanding, for example, learning the sound of individual letters and how these can be blended together, as well as learning the addition and subtraction facts of numbers up to ten. This builds confidence and helps pupils to tackle new work. For example, in a literacy lesson, pupils listened carefully and wrote the sounds they could hear at either the beginning or ending of words. The teacher carefully posed questions to the differing groups within the class so that the youngest children and the oldest pupils were able to take part and do well. The high expectations that all pupils should take part, and the way in which the teacher valued their efforts, ensured that pupils answered questions confidently and willingly offered their ideas.
2. Pupils' writing develops well because teachers model useful ways for pupils to copy and so improve their writing. By Year 2, higher attaining pupils write lively and interesting stories. These pupils punctuate their work correctly, sometimes using exclamation marks to emphasise a point and speech marks to show when characters in their stories are speaking. Teachers encourage pupils to use different strategies to capture the interest of the reader, for example using capital letters to indicate when someone is talking loudly and apt and interesting words to set the scene.
3. Teaching provides good opportunities for all pupils to write for different purposes. One example is Marty's Diary; this has proved particularly effective in encouraging pupils of differing abilities to write for a reason and to develop their writing skills. Pupils enjoy having the responsibility of looking after Marty for the week. They sometimes write an account of Marty's experiences as if they are Marty, recount his escapades as someone looking on, or write letters to him posing questions. All these opportunities give relevance to pupils' writing and have been a major factor in the way that writing is being promoted successfully throughout the school. More importantly, Marty's Diary has been effective in motivating both boys and girls to write.
4. In both English and mathematics, teachers explain clearly to pupils what they are to learn and why, and because of this, pupils settle quickly to their work. Teachers' explanations and instructions are clear and capture the pupils' interest and motivate them well. Most pupils work at a good pace and their thirst for knowledge means they enjoy a challenge and try hard. This was particularly noticeable in the oldest class during a mathematics lesson. Here, teaching very effectively questioned and probed pupils' knowledge and understanding of probability and encouraged pupils to think more deeply about their answers. The level of discussion ensured that all pupils fully understood that words could be used to describe the likelihood of certain events occurring but as mathematicians they needed something more precise to measure their findings. From this, higher attaining pupils suggested a range of measures that could be used including percentages, fractions and ratios. Pupils of differing abilities were fully involved because teaching provided timely support. The teacher discussed and asked questions, increasing in difficulty, to draw in pupils of different attainments as well as both boys and girls. Pupils with special educational needs were also involved fully because the teacher framed questions carefully and this ensured that their learning was as quick as their classmates.
5. Most pupils in lessons answer questions and take part in discussions willingly because teachers value their efforts. The pupils respond well because teachers praise them when they try hard; this encourages pupils who are not always so sure or accurate in their calculations to have a go. This was particularly noticeable in Year 6. Pupils were discussing the formal and

informal use of language and attempting to change some of the more formal words into those more readily accessible to most people. At first they were reticent but once the teacher assured them that they could not make a mistake and that they should voice their opinions the discussion took off.

6. Most teachers support pupils with special educational needs well. They are mindful of the steps that pupils with special educational needs and the lower attaining pupils need to make in their learning to ensure success. Teachers place just the right amount of demand to help these pupils to improve and make good progress. The effective help from pupil support assistants during literacy and numeracy lessons ensures that pupils have help when they need it, the opportunity to talk about their work with an adult and guidance to help stop problems arising.
7. Throughout the school most pupils listen carefully and by Year 6 pupils talk clearly and express their views confidently. This is an asset to their learning, as well as supporting teaching. Teaching in the oldest class makes particularly good use of the pupils' ability to talk about what they are doing to check what pupils know and understand. Account is taken of this, along with the other checks made when marking pupils' work, to adapt and refine activities. Teachers ensure that the higher and average attaining pupils have enough challenge in their work and the pupils who need extra help with their work do not struggle and meet difficulties.
8. Teachers take every opportunity to develop pupils' literacy and numeracy skills in other subjects. For example, Year 2 pupils downloaded information about the Great Fire of London from a web site, read the information and then wrote about the fire from the viewpoint of a Londoner at the time. Further work in geography provides good opportunities for pupils to learn about other cultures. Pupils use their reading and writing skills effectively to recount a villager's life in Ghana. The standard of the pupils' writing has the same positive features of punctuation, spelling and structure as those practised in literacy lessons. By Year 6, writing in history shows that skills learned in literacy transfer well; for example, pupils use speech marks, commas within sentences and paragraphs correctly. In religious education, answers to questions are reasoned carefully, for example in writing about the beginning of the world, one pupil weighs up the information from the Bible and expresses their own thoughts, "It could be true that God created earth but who created Him? It is a bit too simple because He just asks for what He wants and it happens straightaway." In science, Year 6 pupils use their numeracy skills well to interpret graphs and tables. For example, their experiment had focused upon which fabrics kept a liquid warm the longest. The pupils interpreted their results and used the graphical evidence to go on to explain which fabric would slow down the melting rate of ice. They not only used their mathematical knowledge and understanding but their scientific findings to explain their choice. Investigations in design and technology also encourage the pupils to use their skills in measuring carefully as well as using their scientific knowledge to make their tests fair. As a result, pupils accurately constructed structures and measured their strength. The good teaching of English and mathematics speeds pupils' learning and contributes effectively to the well above average standards in the work seen by Year 6.

Pupils enjoy school; almost all are keen to learn and work hard because staff encourage them to do their best.

9. Pupils like school because they find it exciting. It is a place where they can share their ideas and they feel cared for so they are happy in their work and play. The pupils in the youngest class work well with each other and share equipment sensibly. They listen to the teacher but still find it difficult at times to wait for their turn to speak. When asked to they can work on their own and, with a little prompting, settle quietly to their work. The pupils are happy to share what they have done because they know their hard work will be appreciated; for example, in a literacy lesson, they talked about their work with a partner and then were confident to explain this again to the whole class. Pupils are able to think for themselves and know how well they have done because the teacher and other adults give them praise when they do well and encouragement when they need help.

10. Throughout the rest of the school, most pupils build effectively upon these positive aspects of learning and the good behaviour. By Year 2, pupils listen well because the teacher explains clearly what they expect, not only in terms of the work they are to do but also in the way in which they will work, for example on their own, with a partner or as part of a group. This prepares the pupils well and helps them to tackle activities confidently; most then settle quickly to their work. Older pupils co-operate very well. In literacy and numeracy, the organisation of pupils encourages effective working partnerships. The pupils discuss their work sensibly and exchange ideas. They assist one another and they are respectful of each other's views. This is effective in developing a tolerance of others as well recognising how they can help and support others who may be meeting difficulties. In whole class sessions, older pupils listen to, consider and share ideas sensibly. They follow instructions very well and organise themselves effectively; this contributes very well to their rate of learning.
11. Teachers involve pupils in ways of identifying what is considered acceptable and unacceptable behaviour, for example in assemblies. This provides a good basis for pupils' behaviour; in helping them to understand the way they should treat others and the difference between appropriate and inappropriate behaviour. Pupils receive stickers and certificates for good behaviour and hard work; they enjoy these and feel that they help them to be good and try their best. Many pupils behave well. The older pupils realise that it is the right thing to do and encourage those younger than themselves to play constructively. Pupils willingly play together out on the playground. They are fully aware of the impact of their actions on others and most respond well because incidents are usually fully discussed and pupils treated fairly.
12. As part of the drive to raise standards, teachers concentrate upon ensuring that activities appeal to both boys and girls; in most lessons this is successful, and pupils are eager to take part in lessons. The way that most staff relate to pupils of different attainments as well as boys and girls sets a good example for the pupils to follow. This reflects in the positive relationships and good behaviour in most lessons, at break times and when pupils are moving around school. The way that most pupils concentrate and work hard makes the majority of lessons run smoothly, aids the pupils' learning and contributes successfully to the well above average standards the school attains.

The very oldest pupils are involved fully in their own learning because they know what is expected and how they can improve.

13. The Year 6 pupils are self-motivated and enjoy the challenges set for them. They have a lively interest in their lessons. They ask for help, safe in the knowledge that this is seen as a strength and an indication of their skills in self-evaluation. For this reason there are excellent relationships within the class and pupils value the support and help they are given. This aids learning because lessons move along at a very good pace and time is used wisely.
14. The quality of marking is impressive in the oldest class. The teacher poses written questions that encourage, for example, the pupils to revisit their work and consider whether they have explained things clearly. There are comments that celebrate the pupils' achievements so that they are fully aware of how successful they are. This is important in raising self-esteem and in developing effective working relationships between the pupils and the teacher. It also helps them to realise that their hard work and efforts are appreciated. Within the written comments there are also clear pointers for improvement. The pupils find these very helpful; they spur them on and give them targets to aim for. For example, "Now make sure that there is more interaction and speech between the characters in your stories." Importantly, the pupils act upon the targets; this is evident from the improvements and the quality of their work.
15. Teaching encourages the pupils to be evaluative, not only of their own work but also that of others. A particularly effective example of this was seen in a literacy lesson. As in other lessons the Year 6 pupils were eager to share what they had done. In the session at the end of the lesson, the pupils read out their attempts at redrafting a letter from a very formal style to one

less formal. They did this confidently from across the range of abilities within the class. The teacher invited pupils to discuss the different examples and suggest ideas for improvement. The suggestions were based upon a clear idea of what the outcomes of activity were supposed to be and framed in a way that was helpful to their classmate. For example, pupils commented, "If you just change some of the words the letter still sounds formal. You need to rewrite nearly all the sentence to make the language plainer."

16. When pupils discuss school they say they feel they are encouraged to be independent. Because they know what is going to be covered during the week it helps them to prepare for the work that is coming up. They feel challenged in lessons and motivated, for example, by:
- having to work answers out for themselves;
 - being given work that is at their level of understanding;
 - being encouraged to work towards targets both in lessons and over the term;
 - being rewarded for their efforts with team points, stickers and the termly award of the John Sayner cup, which for this term is focused upon active citizenship.
17. All these positive features of teaching help pupils to be involved in their own learning and to strive to do their best, and prepare them well for later life.

The headteacher, senior teachers and governors are an effective team; they build on the school's successes well.

18. After a period where recruitment was difficult, the school now has a team of hard-working staff. They all understand their roles in the school and most work effectively together to bring about improvement. The senior managers lead the drive to raise standards well. They have a clear idea of where they are and where they are going. They make sure that the staff and governors are aware of the school's priorities and, together with the governors, the senior managers have set out the targets for the school's improvement in the comprehensive school development plan.
19. Since the last inspection, the arrangements for checking how well the school is doing have improved. The school now does a very good job of building on the pupils' achievements. The analysis of the test results at the end of Year 2 and Year 6, and of other year groups, is effective in identifying strengths in the school's work and the areas for improvement. The senior managers use the analysis of the test questions that pupils' answer well, and those they struggle with, to evaluate the quality of teaching and the effectiveness of the curriculum in meeting pupils' needs. As part of the school's cycle of review, the subject managers check, evaluate and improve the teachers' planning. They look at pupils' work to check that what has been planned reflects in the pupils' work. This is effective in identifying, firstly, that the subject is being covered as required and, secondly, that the work matches the needs of the differing ability groups within each class. This provides direction for whole school developments as well as individual areas for teachers to consider. Usually this is acted upon effectively to bring about improvements in teaching and learning. For example, the school identified that the dip in standards in English in 2001 was due to weaknesses in boys' writing. This brought about prompt action to make writing a priority for development and, more specifically, improving boys' achievement in writing. The school took action in a number of areas including:
- Discussing with boys the types of books they preferred reading and the themes they enjoyed writing about. From this survey the school purchased suitable reading materials and adapted writing lessons to take account of these views.
 - Providing a frame for pupils' writing so that they do not forget, for example, to think about setting the scene for their writing, developing the characters in their stories and to draw their writing to a suitable conclusion.
 - Holding classes for pupils who need extra help with writing, identified through the assessment of pupils' work and their results in tests.
 - Encouraging pupils to support one another. For example, in literacy lessons a higher attaining pupil often works with an average attaining or lower attaining pupil. Usually, the

higher attaining pupil gets all the ideas down on paper and then both pupils use the shared ideas for writing.

- Having a particular focus on a style of writing such as poetry, which allows pupils to study the work of different poets and develop their own ideas.
- Involving parents in the activities to promote writing such as Marty's Diary.

These actions have brought about improvements; most pupils make good progress and by Year 6 the standard of boys' writing is already at the level expected for their age half way through the school year.

20. The headteacher shares information clearly with the governors. Consequently they are well informed and they have a very good view of how well the school is doing. They question and probe to check that priorities are being addressed and that the school is being successful. Committees meet regularly and careful decisions are made about how funding should be used to best meet the needs of the pupils in the school's care and to take account of the views of pupils and parents. This links firmly to raising standards and improving teaching and learning.

WHAT COULD BE IMPROVED

The teaching and learning in the youngest junior class.

21. Pupils' achievements and pace of learning is not fast enough in the youngest junior class. This is due to a number of reasons.
22. The school has clear guidance on managing pupils and their behaviour. Almost all teachers use this guidance effectively and this reflects in the good behaviour of most pupils. However, the way that teachers in the youngest junior class manage the behaviour of a small number of boys is unsatisfactory. In whole class lessons, the sometimes outspoken and inappropriate behaviour of these pupils is ignored for too long. As a result, disruptions in lessons slow the pace of learning. For example, in a geography lesson, pupils did not have the chance to answer questions and offer ideas during discussions because answers were shouted out. The same happened in another lesson, when pupils had to concentrate and learn to take turns. The girls in both situations offered very few ideas because boys tended to dominate. This meant that the teachers were not able to check what pupils of different abilities, and in particular girls, had learned. In both lessons, the teachers did not remind the pupils who were being difficult of what was expected. Whilst some of the strategies for dealing with attention-seeking behaviour require teachers to ignore pupils, this strategy was not balanced against the impact that unacceptable behaviour has upon how well all pupils are learning. In both lessons the pupils were not learning what was expected because of persistent disruptions.
23. The work in pupils' books also highlights the difference in the quality of teaching in the youngest junior class from that in other classes. Whilst achievement in other classes is good, it is satisfactory in mathematics and unsatisfactory in the writing in the youngest junior class. This relates directly to the expectations of teaching:
 - Comments on the quality of pupils' work are over generous.
 - There is not enough to guide the pupils in what needs to be improved.
 - Errors seen in the pupils' work at the start of the year are not acted upon and there is not enough improvement in the standard of the pupils' writing.These weaknesses slow the rate of learning and lower standards.
24. The arrangements for checking the quality of teaching and its influence upon learning have been effective in raising standards overall. However, there has not been a recent check made of teaching in the youngest junior class to identify strengths and areas for improvement in the teachers' work. In addition, checks made upon how well other areas for improvement, such as those identified in science, have not been followed up. Whilst most teachers have acted quickly and effectively upon points for improvement, in the youngest junior class a number of the weaknesses remain and the pupils in this class, for example, do not have a suitable coverage of science to ensure the same level of achievement as in other classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and senior managers should:

- (1) Improve pupils' achievement in the youngest junior class by:
 - Ensuring that teachers know, understand and use the strategies for managing pupils' behaviour consistently and effectively;
 - Ensuring that teachers' expectations are high enough so they demand the best from pupils of differing attainment to allow them to learn effectively in lessons;
 - Ensuring that targets for improvements, identified through the arrangements for monitoring and evaluating teaching, are checked more frequently to measure teachers' success and provide additional support if necessary.

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	5	1	2	0	0
Percentage	11	0	56	11	22	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)	113
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	26

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	8
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.7
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 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	12
Percentage of pupils at NC level 2 or above	School	81 [89]	94 [100]	75 [95]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	12	14
Percentage of pupils at NC level 2 or above	School	94 [100]	75 [95]	88 [100]
	National	85 [84]	89 [88]	89 [88]

Percentages in brackets refer to the year before the latest 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	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	20	22
Percentage of pupils at NC level 4 or above	School	83 [95]	83 [86]	92 [100]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	20	22
Percentage of pupils at NC level 4 or above	School	79 [90]	83 [86]	92 [100]
	National	72 [70]	74 [72]	82 [79]

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

* Because fewer than ten boys and fewer than ten girls took the tests in 2001, the numbers at each level are omitted from the tables in line with the governors reporting arrangements to parents.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	112
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	18:1
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	47

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	325801
Total expenditure	316336
Expenditure per pupil	2452
Balance brought forward from previous year	14748
Balance carried forward to next year	24213

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	226
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	50	4	0	1
My child is making good progress in school.	46	40	11	0	4
Behaviour in the school is good.	37	54	5	0	4
My child gets the right amount of work to do at home.	29	49	15	3	5
The teaching is good.	46	46	4	0	4
I am kept well informed about how my child is getting on.	22	50	15	5	8
I would feel comfortable about approaching the school with questions or a problem.	63	21	7	7	3
The school expects my child to work hard and achieve his or her best.	45	49	3	1	3
The school works closely with parents.	28	50	13	4	5
The school is well led and managed.	46	41	11	1	1
The school is helping my child become mature and responsible.	43	42	9	0	5
The school provides an interesting range of activities outside lessons.	20	54	17	1	8