

# INSPECTION REPORT

## **ALL SAINTS' CE (C) FIRST SCHOOL**

Denstone, Uttoxeter

LEA area: Staffordshire

Unique reference number: 124264

Headteacher: Mrs C B Hough

Reporting inspector: Mr Graham R Sims  
28899

Dates of inspection: 5<sup>th</sup> – 6<sup>th</sup> June 2001

Inspection number: 196619

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary controlled
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Dawson
Date of previous inspection:	15 <sup>th</sup> –17 <sup>th</sup> April 1997

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	6-9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	10-12
<b>WHAT COULD BE IMPROVED</b>	12-14
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	14
<b>PART C: SCHOOL DATA AND INDICATORS</b>	15-18

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

### **INFORMATION ABOUT THE SCHOOL**

All Saints' CE First School is situated in the Staffordshire village of Denstone, some four miles north of Uttoxeter. It is a voluntary controlled Church of England first school. At present, there are 93 boys and girls on roll between the ages of 4 and 9. It is much smaller than most primary schools. The school is popular and draws a quarter of its pupils from outside the catchment area of the village and the surrounding hamlets. It is currently over-subscribed. The socio-economic background of most of the pupils is above average. No pupils come from ethnic minority backgrounds and only one comes from a home where English is not the main spoken language. Around five per cent of the pupils are known to be eligible for free school meals. Under ten per cent of the pupils have been identified as having special educational needs. These percentages are well below the national average. One pupil has a statement of special educational need. Children start in the Reception class in the September of the academic year in which they reach their fifth birthday. Most children have attended privately run playgroups before they join the school. The attainment of children when they start school varies, but is generally above average. Since the last inspection, the school has moved into new purpose-built accommodation, which provides space for three classrooms. However, the school is organised into five classes, one of which is taught in the hall, and the other in a room which was originally designed for use as a staff room.

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

All Saints' CE First School is a very effective school. It provides its pupils with a very good standard of education and has very few weaknesses. The headteacher provides very good leadership and, with the cooperation of a dedicated and hard-working team of teachers, ensures that all aspects of the school run smoothly. Effective systems for planning the curriculum, the significant impact of small class sizes, the excellent response of the pupils and the good quality of the teaching enable pupils to make good progress and achieve standards which are much higher than in most schools. Although the school receives an income above the average, it provides very good value for money.

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

- The school enables pupils to achieve very good standards in their work because it is run very effectively and efficiently, and the headteacher and staff create a high-quality learning environment.
- The school pays very good attention to the pupils' personal development and produces pupils whose response to their work, standards of behaviour and inter-personal relationships are excellent.

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

- Opportunities for pupils to produce a wider range of written work.
- Opportunities for pupils to develop greater independence.

*The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.*

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

There has been a good degree of improvement since the last inspection in April 1997, and the school has maintained very good academic standards and good quality teaching. The school responded well to the key issues raised in the previous inspection report. Health and safety hazards no longer exist, as the school has moved into new accommodation. The school now complies with statutory requirements in respect of registers, publications and documentation. The school's procedures for development planning have improved. Coordinators fulfil their responsibilities effectively and have a much clearer idea of how pupils are achieving within each subject area. There are appropriate procedures for planning all subjects of the curriculum. Governors have a good understanding of the school and their roles and responsibilities in governing the school.

## STANDARDS

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

Performance in:	compared with			similar schools	Key
	all schools				
	1998	1999	2000	2000	
Reading	A*	A*	A	A	Very high A* Well above average A Above average B Average C Below average D Well below average E Very low E*
Writing	A	A	A*	A	
Mathematics	A	A	A*	A*	

The school continues to achieve very good results in the National Curriculum assessment tests at the end of Key Stage 1. Although results in reading in 2000 were not as high as they were at the time of the last inspection, they were still well above the national average. Results in writing and mathematics have improved, and in 2000 they were amongst the top five per cent of schools in the country. The results in reading and writing were well above average when compared with similar schools<sup>1</sup> and those in mathematics were very high.

The inspection findings show that pupils make good progress in their learning throughout the school and achieve well. Most children enter the school with above average levels of attainment. By the time they start Year 1, nearly all children exceed the Early Learning Goals<sup>2</sup>, and some children show very well developed mathematical and linguistic skills. During their time in the Reception, they make particularly good progress in their personal, social and emotional development. Standards at the end of Key Stage 1 are currently not as high as they have been in past years, but reflect the lower levels of attainment of this group of pupils when they started school. Standards are, nevertheless, above average in English and mathematics, and some pupils achieve standards which are well above those normally found in pupils of this age. By the end of Year 4, pupils achieve very good standards in English, mathematics and science, and good work is evident in other subjects such as geography and religious education. Although pupils write well, more could be done to develop their writing skills by giving them more challenging written tasks in other subjects. Equally, more opportunities could be provided to help pupils develop greater independence in their learning by providing more open-ended tasks and encouraging them to develop their research skills and their own ways of presenting their finished work. Standards in information and communication technology are improving and are good in Year 4. The small class sizes enable all pupils to receive individual attention from the teachers when required, and this is particularly beneficial for pupils with special educational needs who make good progress throughout the school. The school analyses its results and other assessment data carefully and sets itself appropriately challenging targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils have very positive attitudes to their work and to school. They work very hard at all times and enjoy learning. They listen attentively, concentrate well and work quickly. They participate well in lessons, often with great enthusiasm.
Behaviour, in and out of classrooms	Excellent. The pupils have a very good awareness of the high standards expected by the staff. They behave very well, both in and out of class. They are sensible in the playground and very well behaved in the dining hall.
Personal development and relationships	Very good. The pupils are polite and respectful and relate very well to each other and to adults. They treat their own and the school's property well. They show confidence and maturity when undertaking responsibilities within the classroom and around the school. However, not enough opportunities are provided for pupils to develop more independent learning skills.
Attendance	Excellent. The level of attendance is very high in comparison to other schools. This consistently high attendance rate is indicative of the pupils' positive attitudes to school and has a significant impact on their progress and achievement. Pupils arrive punctually.

<sup>1</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

<sup>2</sup> The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	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 was at least satisfactory in all of the sixteen lessons seen during the inspection. It was very good in 31 per cent of these lessons and was good in a further 56 per cent.

The overall quality of the teaching is good, and much of the teaching is very good. Pupils learn very well. This is because of the very small size of most classes which enable teachers to give close attention to all pupils, the consistently good-quality teaching, the very positive attitudes of the pupils and their ability to concentrate well for long periods. Lessons in the core subjects of English, mathematics and science are carefully prepared and taught well throughout the school. Basic skills are taught well in English lessons, as a result of which pupils learn to write well. However, their writing skills are not consolidated as well as they could be through the production of written tasks in other subjects. The close individual attention provided by teachers and the emphasis given to the acquisition of basic skills in handling numbers have a significant impact on developing pupils' confidence and competence in mathematics. Good additional assistance and the teachers' awareness of pupils' needs ensure that pupils with special educational needs learn well. In order for pupils to make even better progress, more opportunities need to be provided for pupils to become more self-sufficient in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, balanced and well-planned curriculum which meets statutory requirements. The curriculum is enriched through a variety of visits to places of interest, good links with the community and various extra-curricular activities.
Provision for pupils with special educational needs	Very good. Staff are well aware of the needs of individual pupils and monitor their progress regularly. Because of the small class sizes, teachers are able to give them good individual attention. When provided, additional support is very effective in meeting pupils' needs. Provision for these pupils is coordinated well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual and cultural development is good, and for their moral and social development is excellent. Staff provide very good role models and set very high expectations for pupils' behaviour, participation and cooperation.
How well the school cares for its pupils	Very good. The staff work very well together as a team to provide a very good level of care for the pupils. Staff know the pupils very well and the family atmosphere and very good ethos of the school engender a trusting and caring environment. Procedures for health and safety are very good. Assessment procedures are good, and staff have a good awareness of how well pupils are developing academically, personally and socially.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher continues to provide firm and purposeful leadership, which sets high standards for both staff and pupils. She receives very good support from the deputy headteacher and a hard-working, committed and united team of staff. All aspects of the school are managed well.
How well the governors fulfil their responsibilities	Good. The governing body has attended to the weaknesses pointed out in the last inspection. Governors have a good understanding of the strengths and weaknesses of the school and exercise their roles and responsibilities effectively. They ensure that statutory responsibilities are met, and provide good support for the headteacher.
The school's evaluation of its performance	Good. The school monitors the teaching and standards of work in English and mathematics effectively. The development plan identifies appropriate priorities for future development. Staff work together well and are constantly seeking ways to bring about further improvement.
The strategic use of resources	Very good. The school makes very effective use of its resources, and is particularly efficient in the way it deploys its staff to gain maximum benefit for pupils' learning. Every square inch of the attractive new building is used, although the insufficient number of classrooms causes inconvenience to staff and pupils and prevents access to the hall for much of the week. The time spent, of necessity, in moving furniture and rearranging classes could be spent more profitably on pupils' learning. The school applies the principles of best value well in its purchase of resources and services, and compares its own results to those of other schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are pleased with almost all aspects of the school. In particular they are pleased that:</p> <ul style="list-style-type: none"> <li>• Their children like school, are enthusiastic about their learning and are making good progress.</li> <li>• The school expects their children to work hard, helps them to become mature and sets an appropriate amount of work for them to do at home.</li> <li>• The school is well led and managed and standards of teaching are good.</li> <li>• Standards of behaviour are very good.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents were unhappy about the decision to close the nursery.</li> <li>• Whilst delighted at the improvement in the quality of the accommodation, they are disappointed that the new building is not large enough to accommodate all classes.</li> <li>• Some parents feel alienated by the school's security system and feel that the school does not work closely enough with parents or keep them well enough informed. Parents comment, however, that the situation is improving.</li> <li>• Some parents feel the school does not offer a wide enough range of activities outside lessons.</li> </ul>

The inspection findings agree with all of the positive views expressed by parents, rating All Saints' CE First School as a very good school. Inspectors concur with some, but not all of the concerns expressed by parents.

Whilst the new school building is very attractive, and would be ideal if pupils were taught in three classes, it is not adequate for the current advantageous arrangements of dividing pupils for most of the week into five classes. The room used for teaching pupils in Year 1, originally designated as the staff room, is too small to accommodate all of the pupils in that year group. Its use as a classroom also means that the well-designed administrative area and staff facilities cannot be used for their designated purposes. The hall is out of action for much of the week because it is used as the classroom for pupils in Year 3. The school manages its funds and staffing very efficiently and the small class sizes undoubtedly benefit pupils' learning, but the circumstances under which some pupils are taught are not ideal. The school's decision to close the nursery, whilst regretted by both staff and parents, has been necessitated because of the lack of suitable accommodation.

The school's security system makes casual access to the school building difficult, but ensures the safety of the pupils. Arrangements for parents who wish to speak to the headteacher or staff are well publicised, and the headteacher holds a weekly surgery for any parents who wish to attend. The school could do more, however, to encourage informal contact with parents at the beginning and end of the school day. Systems for keeping parents informed about their children's progress and what is happening in school are appropriate. Whilst not as wide as in some schools, pupils are offered a good range of activities outside lessons.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The school enables pupils to achieve very good standards in their work because the school is run very effectively and efficiently, and the headteacher and staff create a high-quality learning environment.**

1. One of the school's key priorities has been to keep class sizes as low as possible. Governors have been able to do this through careful financial planning, very efficient management of the time given by part-time staff, and the headteacher's willingness to undertake a sizeable teaching commitment of four days. As a result, pupils are taught largely in separate age groups for most of the week, with class sizes as low as 13 pupils. Year groups join together for some lessons, such as physical education and music, but are taught separately for the core subjects of English, mathematics and science, and other subjects where pupils' learning is enhanced by having the smaller class sizes. The limitations of the school building necessitate some pupils from Year 1 being taught with pupils in the Reception class throughout the week.
2. Teaching is seen as the school's core function and, therefore, receives the highest priority. Administrative matters are dealt with capably by the school's office staff. The headteacher gives much of her own time to deal with other matters which cannot be delegated or dealt with on her day devoted to administration. All of the staff work well together as a team and give much more time to the school than the hours for which they are paid. Coordinators fulfil their responsibilities effectively. The deputy headteacher plays a very significant role in the leadership of the school. Over the last year, for example, she has run a course of 30 one-hour training sessions for all staff to help them improve their competence in information and communication technology. There are good procedures for planning the curriculum, and staff have a clear understanding of what is to be taught. The overall result is that the school runs efficiently and effectively, with the minimum amount of bureaucracy, and all staff playing a very effective role.
3. The school uses its teaching assistants and voluntary helpers very effectively. Their presence helps to make the ratio of adults to pupils in some lessons even more favourable and has a significant impact on pupils' learning. In a lesson for pupils in Class 4<sup>3</sup>, for example, a parent worked with a small group of pupils producing art-work for the front cover of a book, the teaching assistant took a small group of pupils into the staff-room for a group reading session, whilst the teacher helped the few remaining pupils with their written task. Pupils were directed carefully and skilfully by all of the adults, all of whom had a very clear understanding of what they were required to do. As a result, their time and that of the pupils was used efficiently. These arrangements also enable the school to cater very effectively with pupils with special educational needs. During this lesson, for example, two pupils had sessions on their own with the teaching assistant, using materials which were geared to their specific needs, and the class teacher was also able to devote time to them. By the end of the lesson, all pupils had made good progress in their learning. They had consolidated skills in a number of areas; in speaking as they conversed with the adult in charge of their group, in reading as the assistant helped them to learn how to decipher new words, and in writing as the teacher guided their thoughts and encouraged them to use their existing knowledge to commit them to paper.
4. The small class sizes ensure that attention and help is available for pupils whenever they require it, and the pupils' positive response and very good powers of concentration ensure that lessons are productive. Pupils show a good ability to work on their own, but if they need help, they seek it immediately and do not spend time sitting doing nothing. Lessons, which in other schools would have been too long for pupils to sustain their concentration, are highly productive. When all of these favourable factors are combined with teaching which is consistently of good, and frequently very good, quality, an environment is created which is highly conducive to learning.

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<sup>3</sup> At the time of the inspection, Class 5 contained all of the children in the Reception year and some pupils from Year 1. The remaining pupils from Year 1 were in Class 4. Children from Year 2 were in Class 3, from Year 3 in Class 2 and from Year 4 in Class 1.

5. A mathematics lesson for pupils in Class 3 started unremarkably, with the class teacher introducing the concept of sharing or division. All pupils started with the same problems to solve, but as soon as they had completed the first few examples they were challenged by the teacher to explain how and why they had arrived at their answers. This gave the teacher a clear understanding of whether or not the pupils had understood the task and enabled her to give further explanation, more similar work to consolidate the concept or something more challenging to those pupils who were ready to move on. Pupils tried hard throughout the lesson, coming back repeatedly to have their work checked and receive new assignments. By the end of the lesson, nearly all pupils had understood the main concept which had been introduced, and the more able pupils had made very good progress because they worked quickly and were challenged by the teacher. The lesson was successful because the teacher was able to deal straight away with individual pupils and give far more individual attention than would have been the case in a larger class and because the teacher questioned pupils rigorously throughout the lesson.
6. The teacher's good questioning skills and the pupils' enthusiastic response were key factors in a very good science lesson for pupils in Year 4. The main part of the lesson, the last in a series on the topic of 'moving and growing', was an investigative activity to find out what happens to the body when we exercise. The teacher used her own very good knowledge of the topic very effectively as she elicited pupils' knowledge and guided their understanding through a series of well-directed questions, and encouraged them to make suggestions as to how to carry out the investigation. The pupils responded eagerly and participated in the practical part of the lesson enthusiastically, but sensibly. The combination of a well-prepared lesson and sensible, well-focused participation helped pupils to learn well.
7. As a result of what the school provides, pupils make good progress in their learning throughout the school. For the last few years, the school's results at the end of Key Stage 1 have been well above the national average in reading, writing and mathematics. Last year, the results were amongst the top five per cent of schools in the country in writing and mathematics. Although standards are currently not quite as high at the end of Key Stage 1, they are, nevertheless, still above average and reflect good progress from the attainment shown by these pupils when they joined the school. By the end of Year 4, pupils are achieving standards in English, mathematics and science which are well above those which are normally found. The school aims to achieve the highest standards in all academic subjects, with particular emphasis on the core subjects and to encourage pupils to take pride in their achievements in all areas of the curriculum. The school is achieving these aims successfully.

**The school pays very good attention to the pupils' personal development and produces pupils whose response to their work, standards of behaviour and inter-personal relationships are excellent.**

8. An area in which the staff work particularly well together is in helping pupils to develop into mature and responsible members of society, with good attitudes to their work and good inter-personal relationships. The aspiration is encapsulated in the school's aim 'to create a caring Christian community based on good relationships and respect for the needs, beliefs and values of others.' The headteacher sets the tone very firmly – nothing but the best will do! This applies not only to pupils' standard of behaviour, but also to their response in lessons and their participation in competitive activity.
9. To some, the regime and expectations may at first appear somewhat too rigorous. But very clear boundaries are set, and pupils are absolutely clear as to what is expected of them, what is acceptable and what is not. Within these boundaries, they feel totally secure because the teachers are consistent and fair in the way they deal with the pupils. If pupils do wrong, they can expect a reprimand, but if they do well there is genuine praise for their efforts. As a result, pupils learn valuable lessons about how to become useful members of society, and the importance of cooperation and abiding by agreed conventions. No great fuss is made, and there are no elaborate systems for personal, social and health education. Nor are there complex reward systems, other than praise for a job well done. Matters are discussed or mentioned by teachers as they arise, or are dealt with in assemblies. Because the staff all have the same high expectations and demand similar standards, all such matters are attended to well. As for their academic work, the small class sizes prove beneficial as the teachers can devote more time to those pupils who

need it, which helps pupils to feel secure in their work and to receive the attention they need. The staff also know their pupils very well and are good at providing the guidance which pupils need.

10. Pupils are encouraged to take on responsibilities, which help them to become responsible members of the school society. Monitors take the registers to the school office. Pupils are delegated to unlock the door at the start of break. Others sell tuck at breaktimes, others take messages for their teachers. Group responsibilities for setting out apparatus for physical education are very well organised. The pupils, therefore, see themselves as valuable members of their society, each with a role to play.
11. Within lessons, the teachers have high expectations. Lessons are well organised and the class control of all teachers is very good. Pupils who stray outside the accepted limits are brought into line, generally with a gentle word or glance, but sometimes more firmly. The teachers expect pupils to work hard, and they do. Again, gentle encouragement works wonders; 'Come on J, you're diddling about, you can do much better than that!' was all that was needed to provoke an instant improvement in one lesson. The result is that good attitudes, hard work, good behaviour, helpfulness and mature responses become the norm.
12. The pupils display a very positive attitude to the school and to their work. They respond quickly and enthusiastically to the teacher's questions. In a good mathematics lesson in Year 3, for example, there was intense, but good-natured competition to see who could answer first. They settle down to their work quickly and work at a good pace. They maintain their concentration very well. In a long English session in Year 1, for example, even though groups were rotated on a number of occasions, the pupils maintained their concentration for an hour and 20 minutes, accomplishing much during the lesson. The extremely high level of attendance, amongst the highest in the country, is indicative of the pupils' positive response to school and their willingness to learn. Despite, or probably because of, the rigour, they are happy to be at school.
13. The pupils' behaviour in and around the school is exemplary. There was not a hint of any unsatisfactory behaviour in any of the lessons observed during the inspection. Pupils' enter assembly quietly and respectfully, and behave well throughout. Their behaviour when moving around the building is sensible, as is their behaviour in the playground or on the field at breaktimes. The teachers present their classrooms well, taking care over displays and creating an attractive learning environment. The school is kept spotlessly clean and in good order by the caretaking staff. Pupils respond well by treating the buildings and property with respect. At lunchtime, the pupils' table manners are good, and the atmosphere is civilised; the excellent quality and presentation of the school dinners and the helpfulness of the kitchen staff undoubtedly help. When talking to others, pupils are polite and responsive.
14. The pupils relate very well to others. They listen attentively to their teachers and to each other in lessons. Many examples were observed during the inspection of pupils cooperating with each other, working at tasks together or discussing matters in an amicable way. In one class, for example, two pupils were working on the computer. There was no squabbling as to who should use the keyboard or manipulate the mouse, but both made sensible suggestions as to what they should do, then got on with the task quickly and without any fuss.
15. The school is amply fulfilling its aim to instil in pupils a sense of purpose, respect for others and their property, and good manners. The excellent ethos, which is so apparent within the school, enriches all of the pupils' activities and frees the teachers to concentrate on their teaching and using their time to the benefit of the pupils.

## **WHAT COULD BE IMPROVED**

### **Opportunities for pupils to produce a wider range of written work.**

16. Writing skills are taught well during English lessons, and pupils produce writing of good quality. In the National Curriculum assessment tests at the end of Key Stage 1 in 2000, the school's results in writing were amongst the top five per cent in country. Standards in the current Year 2 are not as high, reflecting the lower levels of attainment when these pupils joined the school, but are still above average. By the end of Year 4, the quality of pupils' writing is well above that which is normally found in pupils of the same age. Within the context of the literacy hour, pupils produce a wide range of writing and are learning successfully to write in different styles and for differing

audiences. They are given good guidance by their teachers to help them think about what they are writing and how they could improve.

17. However, pupils' writing skills are not consolidated or developed as effectively as they could be through written work produced for other subjects. Teachers plan a wide range of work in all subjects but, in order to cover this range adequately within the time available, the time given to pupils to follow up a topic or produce some form of recorded work is limited. Sometimes, the follow-up task is the completion of a worksheet which only requires brief responses from the pupil. Rarely do the tasks give pupils the opportunity to produce extended pieces of writing, which would help them not only to consolidate and extend their work within the subject but also to practise and develop their writing skills.
18. In some classes, pupils write their 'news' each week. Whilst this activity provides pupils with a familiar context for their writing, the writing becomes fairly repetitive as pupils produce similar pieces of writing week after week. More imaginative scenarios for pupils' writing could help them more effectively to develop their ability to write about different topics.

### **Opportunities for pupils to develop greater independence.**

19. The school provides very well indeed for most aspects of pupils' personal development. As a result, pupils are not only well-integrated members of the school society, but have very positive attitudes towards school. The pupils also have a good degree of self-confidence. The teachers plan a very full teaching programme for the pupils, but this has the drawback that, in almost all lessons, the pupils' work is directed very closely by the teacher. Pupils do what they are told to do by the teacher, but have little opportunity to learn how to become self-sufficient in their learning.
20. In subjects such as history and geography, for example, pupils undertake a wide variety of interesting work. However, their own response to what is taught is confined to activities which are prescribed in their format or limited by the nature of the worksheets provided. Few opportunities are provided for pupils to research topics on their own, to determine what aspects of a topic are important and relevant, or to produce extended pieces of work which they can enhance with work undertaken outside school or through their own ways of presenting their findings.
21. In science, pupils develop very good knowledge and understanding of the areas prescribed by the National Curriculum. They also undertake an appropriate range of investigative work. In a lesson in Year 4, for example, the teacher had planned for the pupils to investigate what effect exercise has on the heart. Although pupils were made to think about ways in which they could conduct the investigation, a set format and the required resources had already been prepared by the teacher. However, the pupils are not given enough opportunity to develop their own independent investigative skills by posing their own questions, determining how they could investigate the question and the resources they would need, and then carrying it out on their own.
22. The school has made good progress in developing pupils' skills in information and communication technology and provides clearly defined tasks to help them build up their competence. However, pupils are not yet given enough opportunity to determine how they could use information and communication technology effectively to undertake projects or tasks of their own. For example, some pupils might prefer to use a word processor to produce a piece of writing. Others may wish to carry out research using a variety of CD-ROMs. The small number of computers available for pupils is a limiting factor, but further thought needs to be given as to how their use could become more widely available for tasks which pupils have identified themselves.
23. The school makes good use of homework. Set tasks are generally appropriate and link in well with the work pupils do in class. However, the setting of some more open-ended tasks, with some guidance as to how pupils might set about them, would provide very good opportunities for pupils to use their own initiative and develop greater independence in their learning.
24. Teachers are diligent in marking pupils' work and generally make helpful suggestions as to how pupils could improve. However, there is little evidence in pupils' books to show that they are learning as effectively as they could from the teachers' marking. In some cases, teachers correct pupils' spellings, but subsequent pieces of work contain the same errors. Sometimes, a helpful comment is made, but, in most classes, the pupil is rarely required to go back to the corrected piece of work to improve it, redraft a sentence or correct spellings mistakes. The school needs to

help pupils to become self-sufficient learners, who go back over their previous work and learn from their mistakes. In one class, the teacher has a good system of writing partial corrections to pupils' writing and then requiring them to finish off the correction. This focuses pupils' attention on what they have done wrong and helps them to learn from their errors. This practice could profitably be extended to all classes.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

25. In order to improve the quality of education provided and the standards pupils achieve, the headteacher and staff should work together to:

- θ Provide more opportunities for pupils to develop their writing skills through written work undertaken in other subjects. (*Paragraphs 16 – 18*)
- θ Help pupils to become more self-sufficient in their learning by providing more open-ended learning tasks, which require pupils to exercise their own independence and become less reliant on the teachers' direction. (*Paragraphs 19 – 24*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of formal discussions with staff, governors, other adults and pupils [In addition to this figure, there were many informal discussions with staff, other adults and pupils]	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	56	13	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

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	93
Number of full-time pupils 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	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

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	8

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	1.4	School data	0.0
National comparative data	5.2	National comparative data	0.5

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

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	4	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys*	–	–	–
	Girls*	–	–	–
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (95)	93 (95)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys*	–	–	–
	Girls*	–	–	–
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (95)	100 (95)	100 (86)
	National	84 (82)	88 (86)	88 (87)

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

\* The number of boys and girls is not identified if there are 10 or fewer boys or girls in the group taking the tests, in order to avoid identification of individuals.

### **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	93
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)	4.6
Number of pupils per qualified teacher	20
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	51

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
	£
Total income	165,346
Total expenditure	166,168
Expenditure per pupil	2,027
Balance brought forward from previous year	11,520
Balance carried forward to next year	10,698

## Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	43
Percentage of questionnaires returned	46%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	60	37	0	0	2
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	51	47	2	0	0
The teaching is good.	65	33	0	0	2
I am kept well informed about how my child is getting on.	53	33	7	2	5
I would feel comfortable about approaching the school with questions or a problem.	49	40	5	7	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	30	49	9	12	0
The school is well led and managed.	47	51	0	2	0
The school is helping my child become mature and responsible.	58	37	2	0	2
The school provides an interesting range of activities outside lessons.	36	40	19	2	2