

INSPECTION REPORT

ST LUCIA'S CE PRIMARY SCHOOL

Upton Magna, Shrewsbury

LEA area: Shropshire

Unique reference number: 123508

Headteacher: Mr R Green

Reporting inspector: Mrs P C Cox
19178

Dates of inspection: 15th – 17th April 2002

Inspection number: 198250

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Upton Magna Shrewsbury Shropshire
Postcode:	SY4 4TZ
Telephone number:	01743 709652
Fax number:	01743 709652
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Lees
Date of previous inspection:	20 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19178	Mrs P C Cox	Registered inspector
19664	Mr J Bayliss	Lay inspector
22856	Mrs K Campbell	Team inspector

The inspection contractor was:

*Criterion School Inspections
Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

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

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

10-12

WHAT COULD BE IMPROVED

12-14

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14

PART C: SCHOOL DATA AND INDICATORS

15-18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Lucia's CE Primary School is a small primary school situated in the village of Upton Magna to the east of Shrewsbury. There are 130 pupils in the school, between the ages of 4 and 11, of whom 60 per cent are boys. Almost all are of white ethnic heritage and all have English as their first language. Seven per cent of pupils are entitled to free school meals, a proportion that is below the national average and reflects the mainly advantageous home circumstances of the pupils. Twenty-two per cent of the pupils are identified as having special educational needs, one having a Statement of special educational needs. The majority of these pupils have specific learning difficulties. The proportion of pupils with special education needs is broadly average. Children's attainment when they start school varies from year to year, as is common with many small schools, but, overall, it is average for their age. The school received a School Achievement Award for 2000-01. A separate inspection of provision for collective worship will be carried out by a diocesan inspector.

HOW GOOD THE SCHOOL IS

St Lucia's provides a sound education for its pupils. The pupils are achieving satisfactorily and are reaching average standards in English and mathematics. They do well in science and their attainment is above average. Teaching is always at least satisfactory and is good in the junior classes. Leadership and management are satisfactory. The pupils have very positive attitudes to school and behave very well. Taking all these factors into account, the school provides satisfactory value for money.

What the school does well

- Standards in science are above average in the infant and junior classes.
- The teaching in the junior classes is good.
- The school makes very good provision for pupils' moral and social development and, consequently, they have very positive attitudes to school and behave very well.
- The provision for the pupils with special educational needs is good and, therefore, these pupils make good progress.

What could be improved

- The curriculum is not balanced well enough for the children in reception, and pupils in the infants and juniors.
- The assessment procedures are inconsistent and do not ensure that pupils' progress is recorded and the results used effectively.
- Staff responsibilities are inequitable and teachers are not given enough responsibility for evaluating the school's performance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in October 1997 and, at that time, many strengths were identified. The school was an improving one; teaching was good and there was a wide range of extra-curricular activities. Provision for pupils' spiritual, moral, social and cultural development was strong and the pupils responded very well to school. Since the time of that inspection, satisfactory progress has been made and the strengths have been maintained. Standards are similar to those in 1997 and have kept pace with the national trend. The quality of teaching is comparable to that found at the time of the previous inspection and the unsatisfactory teaching has been eliminated. Pupils continue to behave very well and enjoy coming to school.

The progress made in addressing the previous areas for development has been somewhat patchy, but adequate overall. Some areas have been tackled in full. Child protection procedures have been implemented fully, and the school has worked very hard to ensure that the accommodation provides a sound learning environment for the pupils. Teachers' lesson planning has improved and is now appropriate. However, while there has been some progress in providing a suitable curriculum for the children in reception, further work is required to ensure that it meets their needs. Policies and schemes of work have been developed for some subjects, but not all. The school has developed basic

systems of assessment in order to measure and track the pupils' progress from year to year, but has few consistent procedures to do so during the 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			
	all schools			similar schools ¹
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	A	A	B	C
Science	A*	B	A	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of the national tests in 2001, taken by pupils at the end of Year 6, were well above the national average in English and science and above average in mathematics. Compared with similar schools, the results were well above average in English and average in science and mathematics. The results suggest that standards have, overall, been well above the national average for some years, although, as is usual with small schools, the results have varied from year to year. The trend of improvement in results is broadly in line with the national trend. The range of attainment of the pupils presently in Year 6 is broadly average in English and mathematics and their achievement is sound. Test results are likely to be lower this year than in previous years because there is a higher proportion of pupils with special educational needs. The school has set challenging but appropriate targets for this group of pupils.

The national test results in 2001, taken by pupils at the end of Year 2, were above the national average in writing, average in mathematics, but below average in reading. Compared with similar schools, the results were average in writing, but below average in mathematics and well below in reading. This reflects the high proportion of pupils with special educational needs in the group who took those tests. The teachers' assessments in science indicated that pupils' attainment was above average. The pupils presently in Year 2 are working at an average level in English and mathematics. Pupils at the end of both Years 2 and 6 are doing well in science and their standards are above average. Girls and boys achieve comparably throughout the school.

The children currently in the reception class entered school with a range of attainment that was typical for their age. Their achievement in communication, language and literacy, and in mathematical development, is satisfactory and most are on course to reach the expected standards for their age by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and are enthusiastic about all their activities. They are keen to do well and eager to contribute in class.
Behaviour, in and out of classrooms	Very good. Pupils are obedient in class and usually respond very well to instructions from teachers and other adults. They show respect for the property of others and the school's resources. The playground is a peaceful environment where oppressive behaviour is rare.
Personal development and relationships	Good. Relationships between pupils and with adults are very positive and pupils behave in a mature way. They take responsibility well when given the opportunity.
Attendance	Very good. Attendance rates are very high when compared with the national average.

¹ '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.

TEACHING AND LEARNING

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

Seventeen lessons were observed during the inspection, and teaching was at least satisfactory in all of them. In two thirds of these lessons, the teaching was good, and sometimes very good. There are particular strengths in teaching in the junior classes, although there has been some disruption for the oldest pupils during the year due to turnover of staff. English and mathematics are taught well in both the infant and junior classes and, therefore, the pupils acquire the basic skills securely. In reception, children are taught the skills of communication, language and literacy, and mathematical development effectively.

In all the lessons observed there were very positive relationships between teachers and pupils and teachers demonstrated secure, but relaxed, control of their classes. Teachers use humour well and engage their pupils in the lessons, through an interesting use of resources and an enthusiastic manner. Teachers' high expectations are reflected in the challenging work they often set. Consequently, most lessons move at a brisk pace and it is rare for the flow of a lesson to be disturbed by pupils' inappropriate behaviour. Although the school has a preponderance of boys, teachers are careful to ensure that boys do not dominate the classes. When the teaching is at its best, the work set for pupils builds well on their previous knowledge and skills, catering for the range of age and ability in the class. Introductions are clear, so that the pupils know precisely what they have to do. Teachers use a good range of teaching techniques and involve the pupils through thought-provoking questions and practical work. In the junior classes, the teachers demonstrate secure knowledge and understanding and use a particularly effective range of teaching strategies. Support staff make a good contribution to classes through their work with individuals and groups. However, their time is not used well during the introductions to many lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Although all the subjects of the curriculum are taught, the time they receive is not balanced well enough to ensure that pupils receive an adequate experience in all of them. Although there are schemes of work that guide the teachers in planning for some subjects, there is too little guidance in others. Time is not used efficiently. The curriculum for the children in reception does not meet the guidance of the Foundation Stage ² curriculum. There is a good range of extra-curricular activities, and the curriculum is enlivened by interesting educational visits. The school provides a particularly wide range of residential visits to enrich the experience of the pupils in the juniors.
Provision for pupils with special educational needs	Good. These pupils receive a high level of support and the work they receive is usually pitched at an appropriate level to enable them to make good progress towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for the pupils' moral and social development is very good. The school works hard to ensure that all pupils behave well and form positive relationships. Provision for pupils' spiritual and cultural development is satisfactory. The school is aware that education for life in a multicultural society is an area in need of development.
How well the school cares for its pupils	Good. The school takes very good care of pupils' physical and emotional needs, ensuring their health, safety and well-being. The procedures for assessing the attainment of children on entry to the school work well. However, the arrangements for assessing their academic and personal progress and those of other pupils throughout the school, and the use of this information, are unsatisfactory.

² The Foundation Stage applies to children from the age of three to the end of the reception year.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides strong leadership and ensures that the school runs smoothly. Effective action is taken to bring about the improvements that have been planned. However, the priorities identified for development do not always focus on those areas where improvement is needed most, such as the shortcomings in the curriculum. Responsibilities are not distributed equitably and too few staff are involved in taking responsibility for school improvement.
How well the governors fulfil their responsibilities	Satisfactory. The governors are committed to the school and fulfil their statutory duties. They are appropriately involved in the planning for development and reviewing the progress being made with these plans.
The school's evaluation of its performance	Satisfactory. Teaching is monitored and evaluations have led to improvements in quality. The school uses the information from tests well, to measure the effectiveness of its provision in English, mathematics and science. However, there has not been a sufficient emphasis on evaluating the school's full curricular provision.
The strategic use of resources	Satisfactory. The priorities that have been identified are funded appropriately. The school uses most of its resources efficiently, although time and staff are not always used well.

The school has adequate procedures for ensuring that it receives good value for the decisions it makes and the service it provides.

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 school. • The pupils behave well. • The teaching is good. • The school is very approachable and parents can air any concerns or questions. • Teachers have high expectations. • The school is led and managed well. • Their children are supported to become mature and responsible. • Parents at the meeting were very positive about the values and attitudes that the school promotes. 	<ul style="list-style-type: none"> • Some parents had concerns about the consistency of homework and teaching when some classes were being taught by temporary teachers. • A few parents commented that their children were taught by a number of teachers during the week and this caused some worry. • Many parents who attended the meeting felt that they did not receive sufficient information about the curriculum their children were to study.

A meeting with inspectors, held before the inspection, was attended by 14 parents and 55 returned a pre-inspection questionnaire. Most responses were very positive. The inspection team agrees with the parents' positive views, although they found leadership and management to be satisfactory. There was some interruption to the consistency of homework for the class where there has been a disruption in teaching, but all classes now receive an appropriate amount. It was not possible to judge the consistency of teaching and provision, where two teachers share the teaching of classes, as some teachers were not observed teaching. However, it is apparent that the arrangements for grouping the pupils in the junior classes for lessons in English and mathematics work satisfactorily. The school accepts that parents do not receive information about the curriculum and plans to provide this in the very near future.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in science are above average in the infant and junior classes.

1. The school provides clear guidance on the teaching of science and has put a strong emphasis on developing the pupils' skills of scientific enquiry. Consequently, almost all pupils are attaining the expected level in science and in many aspects they do better. Pupils in Year 2 demonstrate a good understanding of the uses of electricity and write detailed accounts of electrical circuits. During discussions, one pupil explained how a switch worked by stating 'It (the electricity) stops going round because the batteries are blocked.' In Years 3 and 4, pupils discovered that there were different ways of classifying animals, depending on what questions were asked, and developed some thoughtful methods of inquiry. Pupils in Year 6 gave clear and detailed explanations of the formation of shadows and showed a good understanding of the process of dissolving and evaporation. The pupils use a range of recording methods well to show the results of their investigations.
2. Pupils do well in scientific enquiry because teachers promote thinking well, for example, by asking pupils in Year 6 very challenging questions, such as, 'How can we find out what factors affect the rate of evaporation?' The most able pupils were catered for very well by this challenge and, after discussion and thought, developed a range of questions they could answer and methods they could use. This enabled the pupils to discuss and refine their ideas and challenged them to think deeply about the differences between solids, liquids and gases. The teacher encouraged the pupils to ask their own questions and to answer those of others, developing their confidence and independence. The pupils were totally involved in the activity, eager to develop their understanding and to contribute to the lesson. This enthusiasm produced some interesting suggestions, one pupil asking, 'Do ultraviolet rays affect the rate of evaporation?' All pupils talked naturally of factors they need to change in experiments and those that must be controlled.

The teaching in the junior classes is good.

3. Teaching in the junior classes was good in seven out of ten lessons observed and very good in two. This is a higher proportion of good teaching than that seen during the previous inspection and is supported by other inspection evidence, such as the scrutiny of pupils' work and discussions with pupils. The teachers have secure subject knowledge and plan their lessons very well. They manage and organise their pupils effectively. The teachers have a very clear idea of what they want their pupils to learn and set tasks which are well designed to achieve their objectives. Their high expectations are demonstrated by the challenging and interesting work they set for their pupils and the brisk pace at which lessons proceed. In a very effective mathematics lesson with the oldest pupils, the teacher gave a very clear explanation of the activity and challenged the pupils to respond, as quickly as they could, to many different methods of measuring. The task developed pupils' accuracy of measurement rapidly because the activities they were given demanded close attention to precision. Pupils responded with great enthusiasm and attention to the interesting variety of activities and maintained their concentration throughout, eager to do their best.
4. Pupils' behaviour is managed in a positive and relaxed way. Humour is used well and relationships reflect a high level of respect. The teachers demonstrate secure expertise in the subjects they teach. They establish a good learning atmosphere in their classrooms and pupils are encouraged to adopt a very positive attitude to learning. Teachers plan work that builds on what they already know and understand and often set different levels of work for pupils of different ages and levels of attainment in English and mathematics. This was evident in a lively English lesson with the pupils in Years 3 and 4. The teacher's explanations were clear and the pupils knew precisely what they had to do. Pupils were grouped by attainment and the tasks were

challenging and matched to the level at which they were working. The preliminary discussion was very thorough, those who needed support received it, and the teacher monitored the progress being made. Consequently, the pupils were able to make a well-informed précis to present to the class.

5. In one very successful science lesson with the middle junior class, the pupils were encouraged to use and develop their knowledge of animals' characteristics through the making of keys to sort them. The teacher's very high expectations of work were reflected in the quality, interest and challenge of the work. The question and answer session was used very well to probe and develop pupils' learning. The teacher's clear explanations, well-chosen resources, and use of humour, made the lesson come alive for pupils, who responded with enthusiasm. The teacher employed a range of teaching methods that were matched well to the needs of pupils. The grouping of pupils ensured that the activity proceeded with a high level of discussion and co-operation. This was particularly the case when the animals to be sorted were very closely related, such as the cat and lion, or the eagle and hawk. The pupils were swept along by the activity so that they began to ask themselves deeper questions such as 'Can we sort these in a different way?'
6. Support assistants make a good contribution to the school through their work with individuals and groups. They are involved carefully in the activities, but their time is not often used well at the beginning of lessons. Although some make valuable interventions to maintain discipline, these staff usually sit unoccupied during the whole-class teaching parts of the lesson.

The school makes very good provision for pupils' moral and social development and, consequently, they have very positive attitudes to school and behave very well.

7. The school has a clear code of behaviour that is applied consistently so that the pupils know what is expected of them throughout the school. All adults in the school promote pupils' understanding of the difference between right and wrong and expect them to make the correct decision themselves. Consequently, the school is a quiet and orderly place, where pupils enjoy themselves. Pupils are enthusiastic about coming to school and taking part in their lessons, and their workbooks display a high level of care.
8. Behaviour is very good in almost all lessons. Bullying and antisocial behaviour are unusual events and parents report that, on the rare occasions they occur, the school deals with the problem swiftly and sensitively. Behaviour around school and in the playground is very good. Pupils play together well and respond politely to the instructions given by the lunchtime supervisors. Lunchtime is a pleasant, social occasion, where staff enjoy a relaxed and informal time with the pupils.
9. Pupils, particularly the juniors, are encouraged to work together constructively and co-operatively. For instance, in Years 4 and 5 pupils did so very well when asked to work in groups to classify animals, paying close attention to each other, respecting others' ideas and negotiating their views well. In reception, the children worked together well when drawing their imaginary maps, discussing the position of different features. In Year 6, pupils co-operated closely when working in pairs at the computers, talking through and agreeing the features of their stories before writing them. They very much enjoyed firing ideas off one another, making imaginative suggestions to improve the language being used. The school provides extensive opportunities for the pupils to experience residential visits throughout the juniors and these make a significant contribution to their social development.
10. The pupils support each other with their work and co-operate well when writing together. They share resources and discuss their findings sensibly in science. Pupils take turns well and are sensitive to the younger ones in the playground. The pupils in Year 6 are given the responsibility of caring for the youngest children returning to class from assembly and they carry out this role with diligence and sensitivity.

The provision for the pupils with special educational needs is good and, therefore, these pupils make good progress.

11. The teaching of pupils with special educational needs is good in many lessons, particularly in English and mathematics. The teachers are mainly consistent in their planning of activities that are matched to these pupils' abilities and this helps pupils to be productive in their work. Classroom assistants make a valuable contribution to pupils' learning throughout the school. They know pupils well and help them to work carefully towards the targets in their individual education plans. Effective judgements are made about the level of intervention in pupils' learning; when necessary, classroom assistants provide teachers' explanations with further advice, but on other occasions, pupils are allowed to develop their ability to learn independently. Consequently, the pupils with special educational needs make good progress, particularly in the development of their social and literacy skills.
12. The two special educational needs co-ordinators make a good contribution to the arrangements for pupils. There is a thorough policy, which has been updated to take into account the recommendations of the new Code of Practice. There are sensible references to the importance of ensuring that pupils are included in the full range of curriculum opportunities. The co-ordinators maintain very good links with class teachers and there are frequent informal and more formal meetings to review pupils' progress. Records are organised well and are up-to-date. Procedures for identifying pupils needing support and identifying the level of support required work well.
13. Pupils' individual education plans are of good quality. Targets are clear and relate closely to weaknesses in pupils' learning. They help to provide pupils with better access to opportunities in class. In the planning of literacy and numeracy, good account is taken of the range of special educational needs in each year group. In other subjects, however, there is less evidence of planning taking account of special educational needs.
14. Pupils with special educational needs are included in almost all whole-class activities. Special sessions, when pupils are taken out of class to focus on key areas, such as reading and writing, are relatively short to make sure that pupils seldom miss the entire lesson. Good arrangements are in place to help the pupils to catch up on any missed learning. Staff monitor pupils' welfare well. Classroom assistants are knowledgeable about pupils' difficulties and are quick to recognise when they might be struggling. There is regular assessment of pupils' progress towards the targets in their individual education plans. Class teachers liaise well with the special educational needs co-ordinators and the arrangements for the review of targets are good. The headteacher takes a particular interest in special educational needs, which has been a high priority recently.

WHAT COULD BE IMPROVED

The curriculum is not balanced well enough for the children in reception, and pupils in the infants and juniors.

15. The school has a commitment to the continuous maintenance of standards in the core subjects of English, mathematics and science and in this it has been successful. The recent emphasis on art and design and physical education has ensured that the pupils are making satisfactory progress in these subjects and reaching standards similar to those in other schools. Standards are rising in information and communication technology because the school has concentrated on improving the resources and teachers' expertise in the subject. However, the needs of other subjects have received too little attention and, consequently, the pupils are not doing as well as they could in geography, history, design and technology or music. The school has not yet developed schemes of work in these subjects and teachers have insufficient guidance on which skills should be taught in each year. This creates considerable work for teachers when they need to plan for their classes at the beginning of a term.

16. The time allocation for these subjects is inadequate to provide the pupils with a worthwhile experience and to build on their knowledge and skills consistently. Conversely, the school allocates over two hours a week to reading sessions in the junior classes, without identifying what is to be achieved during these sessions or evaluating their effectiveness. History and geography are not given sufficient time in the junior classes, where they are taught during only one term each year, with the result that pupils' memories fade and considerable work has to be done to reinforce that which was taught previously. The curriculum is not balanced well enough within many of these subjects, and there is too little emphasis on the development of specific skills; for example, in design and technology the pupils have some experience of designing and making artefacts, but have little knowledge of mechanisms. The school provides a wide range of instrumental tuition for individual pupils, and those who are involved reach high standards. However, the experience of the majority is more limited.
17. The school has developed its curriculum for the children in reception but the arrangements do not meet the requirements of the Foundation Stage curriculum. Although planning is thought through very carefully, activities do not always provide the children with a rich enough variety or balance of experiences and do not adhere sufficiently to the six areas of learning for this age group. The literacy and numeracy sessions are lengthy. For some children, particularly those who lack maturity and concentration, the structure of these lessons is inappropriate. There are also too few opportunities for the children of reception age to explore and investigate for themselves. There is no Foundation Stage policy or scheme of work to support the teachers in their planning. Although the school is developing a designated outside area for the children, this is not large enough for the children to use large wheeled vehicles. Their access to a number of play activities, such as water and sand, is limited by the way in which the accommodation is arranged.

The assessment procedures are inconsistent and do not ensure that pupils' progress is recorded and used effectively.

18. The teachers in reception have well-established procedures for assessing children's attainment when they first start and the school is beginning to use these appropriately to measure pupils' progress to the end of the infant stage. All pupils are tested in the basic skills in English and mathematics at the end of each year and these results, and those of the national tests are analysed to identify areas of strength and weakness. These appropriate systems are used to distinguish pupils who require further support and to group and set pupils for work in English and mathematics in the junior classes. The school is beginning to use this data more fully as a tool for evaluating the effectiveness of the provision but target setting is at an early stage. Pupils are set targets for attainment in writing and mathematics for the year at the end of the previous year. However, these targets tend to be very general and are rarely referred to in marking or in setting work for pupils. The teachers do not always note when these targets have been achieved or set further ones for the pupils to achieve during the year. The older pupils are encouraged to write their own targets for their progress in writing at the beginning of the year. Many of these are precise and detailed but are not referred to subsequently, so that their usefulness is limited.
19. The assessment policy is imprecise, giving insufficient guidance to teachers. There is no common system for recording assessments against key statements, other than in English. There are suggested systems for recording pupils' progress during the year but their use is patchy. Records are kept of pupils' reading but, in other areas, assessment is inconsistent and dependent on the priorities of the individual teachers. The use of the teachers' day-to-day assessments is also erratic; it is evident that some teachers use these to adjust their lesson planning, but this is not firmly established. Although the teachers use their marking well, particularly in the reception and Year 1 class, to show where learning has occurred and development is needed, there are no methods to keep central records of these assessments. Consequently, many teachers have few written records on which to base their planning for subsequent lessons and to provide different levels of work for the different levels of attainment in their classes. In addition, there is little detailed information to support teachers who are new to the school.

Staff responsibilities are inequitable and teachers are not given enough responsibility for evaluating the school's performance.

20. The standard of subject leadership and management throughout the school is inconsistent and does not operate effectively. Responsibilities are allocated inequitably, so that some teachers have heavier duties than others, not all teachers have been given an area to lead and there are no co-ordinators for some subjects such as history and geography. The role of subject co-ordinators is not yet sufficiently developed. Senior staff monitor teaching and planning in English, mathematics and science, where there are detailed guidelines for teachers to plan their work. The school recently focused on art and design and two teachers took temporary responsibility for leading improvements, with successful results.
21. However, co-ordinators do not monitor teaching in other subjects or scrutinise pupils' work to gain an accurate view of standards. They do not prepare their own action plans to bring about improvement or carry out planned developments. Consequently, the school does not have sufficient knowledge about whether the pupils are doing well enough in some subjects and there is no clear rationale for identifying those that should take priority for improvement. Most teachers are not sufficiently involved in monitoring and evaluating the work of the school or for taking responsibility for raising standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The governors, in partnership with the headteacher and staff, should:
- Provide an effective curriculum throughout the school by ensuring that:
 - ◆ teachers have specific and detailed guidance on what is to be taught in each subject for each year group;
 - ◆ the curriculum for the children in reception is matched closely to the requirements of the Foundation Stage curriculum;
 - ◆ all subjects receive sufficient time to provide a worthwhile experience for all pupils. *(Paragraphs 15-17)*

 - Develop assessment procedures to ensure that:
 - ◆ teachers assess and record pupils' progress in all subjects through the year;
 - ◆ the resulting information is used to plan for the next stages of work;
 - ◆ the information is used to set targets for pupils' progress in English, mathematics and science. *(Paragraphs 18 and 19)*

 - Improve the leadership and management of the school, by ensuring that staff responsibilities are equitable and that all take responsibility for:
 - ◆ evaluating the school's performance;
 - ◆ identifying the priorities for improvement with greater precision;
 - ◆ planning and carrying out action to bring about the required improvement. *(Paragraphs 20 and 21)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	6	0	0	0
Percentage	0	12	53	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five 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)		130
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		28

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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 (Year 2)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	12	14	15
Percentage of pupils at NC level 2 or above	School	75 (87)	88 (96)	94 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	88 (91)	94 (96)	94 (91)
	National	85 (84)	89 (88)	89 (88)

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

*The number of boys and girls has been omitted, as there were ten or fewer in each group.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	14	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	20	19	23
Percentage of pupils at NC level 4 or above	School	87 (90)	83 (76)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	21	19	23
Percentage of pupils at NC level 4 or above	School	91 (86)	83 (85)	100 (95)
	National	72 (70)	74 (72)	82 (79)

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

*The number of boys and girls has been omitted, as there were ten or fewer in one group.

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	117
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	21.7
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	44

Financial information

Financial year	2000/01
	£
Total income	271,888
Total expenditure	266,362
Expenditure per pupil	2,003
Balance brought forward from previous year	8,037
Balance carried forward to next year	13,563

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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	157
Number of questionnaires returned	55
Percentage of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	0	2	0
My child is making good progress in school.	65	29	2	0	4
Behaviour in the school is good.	58	38	0	0	4
My child gets the right amount of work to do at home.	38	45	15	0	2
The teaching is good.	65	27	2	2	4
I am kept well informed about how my child is getting on.	44	45	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	11	2	7	0
The school expects my child to work hard and achieve his or her best.	71	27	0	0	2
The school works closely with parents.	49	40	4	5	2
The school is well led and managed.	73	16	4	5	2
The school is helping my child become mature and responsible.	69	25	0	2	4
The school provides an interesting range of activities outside lessons.	45	40	9	4	2