

INSPECTION REPORT

WOOLASTON PRIMARY SCHOOL

Woolaston, Nr. Lydney, Gloucestershire

LEA area: Gloucestershire

Unique reference number: 115559

Headteacher: Mr Martin Bell

Reporting inspector: Mr Peter Kemble
7269

Dates of inspection: 6th-8th March 2000

Inspection number: 218283

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Netherend
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Nr. Lydney
Gloucestershire

Postcode: GL15 6PH

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Appropriate authority: Governing body

Name of chair of governors: Mr P Brown

Date of previous inspection: 26th February 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-10
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	11-14
WHAT COULD BE IMPROVED	15-16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18-21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small primary school for boys and girls aged from four to eleven. It is part of the rural area of the Forest of Dean and serves the villages of Netherend and Woolaston. There are 191 pupils on roll; 105 boys and 86 girls. Fourteen children are under five years old. Taken together, pupils' attainment on entry is above the average of primary schools nationally. Pupils are organised into seven year group classes. The average class size is 23.1. **Ten pupils (5.23** per cent) are entitled to free school meals, a figure which is below the national average. Thirty-one **pupils (16.2** per cent) have special educational needs, a figure which is broadly in line with the national average. Three **pupils (1.57** per cent) have statements of special educational needs, which is similar to the national average. There are no pupils from ethnic minority backgrounds or with English as a second language, which is below the national average.

HOW GOOD THE SCHOOL IS

Woolaston Primary School is a good school. Overall, the quality of teaching is good for children under five and at both key stages. Pupils' attitudes to their school work are excellent and their behaviour is very good. The good teaching and pupils' positive attitudes result in above average standards of attainment at the end of Key Stage 2 in English, mathematics and science; standards in English are very high when compared with the national average. The quality and range of the learning opportunities are good and provision for pupils' spiritual, moral, social and cultural development is very good. The school cares well for its pupils and has a good relationship with parents. The school is very well led by the headteacher and governors. The school provides good value for money.

What the school does well

- Attainment in English is above average at the end of Key Stage 1 and very high at the end of Key Stage 2.
- Overall, teaching is good, with over half the lessons observed being very good.
- Pupils enjoy school and their attitudes to work are excellent.
- Provision for pupils' spiritual, moral, social and cultural development is very good and pupils have a strong sense of social and moral responsibility.
- The headteacher, with good support from the governors and staff, creates an ethos with a strong commitment to raising standards and promoting pupils' personal development.

What could be improved

- **The information gathered, through assessment procedures, about pupils' attainment and progress is not used effectively enough to identify the specific skills, or groups of pupils, where improvement is required. Targets in the school development plan are consequently general rather than specific.**
- There are insufficient opportunities for pupils to use their skills to solve problems in mathematics or to plan investigations and experiments in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1996. Overall, the school's improvement since then has been good. Standards of attainment at the end of Key Stage 1 are similar to those at the time of the previous inspection. Standards of attainment in mathematics and science have improved from average to above average at the end of Key Stage 2. The school is on course to meet the targets set at the end of Key Stage 2 for achievement in the forthcoming national tests. There have been fluctuations in standards of attainment from year to year, for example, in 1998 when standards fell sharply at the end of Key Stage 2. However, these are closely related to variations in the level of attainment on entry to school of the different groups of pupils. Pupils have achieved what could reasonably be expected each year in the national tests. The accommodation has been improved significantly with the building of a new hall and the extensive refurbishment of classrooms in the main

building. The school has successfully dealt with all the issues raised at the time of the last inspection. Subject co-ordinators now have a greater impact on standards, particularly in English and mathematics, with improved monitoring procedures and regular evaluations of the effectiveness of schemes of work. Assessment procedures are now good with systematic tracking of pupils' academic progress. Provision for information technology and design and technology have been improved, although some old computers in use in Key Stage 1 require replacement. The school development plan is now a good working document with details of costing, staff responsibilities, target dates and success criteria, although initiatives **do not always relate to the intended impact on standards of work.**

STANDARDS

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

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

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

In the work seen during the inspection, over half the five year olds in the current Reception class achieve beyond what is normally expected of their age in language and literacy and in numeracy. At seven years of age, standards are above average in reading and writing and average in mathematics.

The table shows that, in 1999, at the end of Key Stage 2, pupils' achievements in English were in the highest five per cent when compared with all schools nationally and were well above average when compared with similar schools. In mathematics and science, pupils' achievements were well above the national average and above the average of similar schools. Standards of attainment, as shown by the results of national tests, are closely related to the level of attainment of each year group, or cohort, of pupils when they start school. Results at the end of Key Stage 2 dropped in line with the national average in 1998 because the cohort contained more than the usual number of pupils with learning difficulties. Overall, the school's standards of attainment for English, mathematics and science since 1996 have risen broadly in line with the national trend. The school is in a good position to meet the targets set in English and mathematics of eighty-one per cent of pupils attaining **the expected** Level 4 or above in the forthcoming national tests.

Pupils' speaking and listening skills are particularly strong at the end of Key Stage 2. They read fluently and write imaginatively with a good use of descriptive words and phrases. Pupils' numeracy skills are good at both key stages and they recall number facts, such as tables, well when doing mental calculations. At both key stages, pupils' **problem solving skills** in mathematics, and investigating and experimenting in science, are no better than average because, until recently, there were insufficient opportunities provided for them to apply these skills. Pupils use information technology effectively to support their work in English, mathematics and science, particularly at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils, including children under five, enjoy school and their attitudes are excellent.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils listen and concentrate very well in lessons and play amicably together in the playground.
Personal development and relationships	Personal development and relationships are very good. Pupils show considerable respect for their peers and for all adults in the school. They co-operate very well in classroom activities. Pupils are polite and courteous.
Attendance	Attendance is good. Pupils arrive on time and lessons begin promptly each morning.

Pupils, including children under five, listen carefully to their teachers in lessons and during assemblies. They maintain concentration for extended periods of time and show evident enjoyment during lessons. They work well by themselves. When working in pairs, or larger groups, pupils share equipment without fuss and wait patiently for their turn, for example, when using computers. During whole-class discussions, the vast majority of pupils are keen to answer questions or make comments and suggestions. The relationships between teachers and their pupils are very good and contribute significantly to the strong work ethic amongst pupils in all classes.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall in English and mathematics at both key stages. Teachers' planning is thorough and they use questions very effectively to promote pupils' interest and sustain their motivation. Teachers generally match work well to pupils' needs and this helps pupils of different prior attainments to make good progress. The quality of teaching in the literacy and numeracy hours at both key stages is good and teachers are adapting the national guidelines well to suit the particular needs of their pupils. In science, the quality of teaching is good overall. Teachers provide a wide range of experiences for pupils, particularly at Key Stage 2. However, higher attaining pupils at both key stages are not always given the opportunity to plan their own **investigations or ways** of recording results and this restricts the progress they make in this aspect of the subject.

The quality of learning is good for the children under five and for pupils at both key stages. Pupils, including those with special educational needs, gain skills, knowledge and understanding at a good pace. They respond well to the interesting activities planned by their teachers and show good levels of concentration and independence.

Taking into account all the lessons seen during the inspection, thirteen per cent were satisfactory and thirty-five per cent were good. Fifty-two per cent were very good or better, including one lesson which was judged to be excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has good breadth and balance, particularly at Key Stage 2, and fulfils the aims of the school well. The balance of the curriculum is strongly weighted towards literacy and numeracy as a result of national initiatives, with less emphasis than at the time of the previous inspection on the creative arts. However, activities provided for pupils in the creative arts are of good quality and extra-curricular activities are successful in enhancing several areas of the curriculum.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. They are well supported in the classroom or when taught in small groups out of the classroom. They make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Not applicable to this school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. All adults in the school provide good role models for pupils to follow. Pupils are not over-protected and learn a sense of responsibility from an early age. Pupils are prepared well for life in a multicultural society.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good. Procedures for gathering information about pupils' academic and social attainment and progress are good, but the information is not always used effectively to identify specific skills or groups of pupils where improvement is required.

The curriculum covers all the requirements of the National Curriculum, health and sex education and information about drug misuse. The curriculum for the children under five successfully covers the requirements of the national **guidelines**. **The quality** and range of the learning opportunities are good at Key Stage 1, and very good at Key Stage 2, where extra-curricular activities successfully broaden and extend the curriculum.

The school takes good care of its pupils and, as a result, pupils feel secure and **confident**. **Teachers** make good use of the information they gather about pupils' attainment and progress **on a day-to-day basis to match work closely to pupils' needs**.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher fulfils his role very effectively and provides a clear direction for the life and work of the school. Teachers carry out the responsibilities outlined in their job descriptions efficiently and effectively.
How well the governors fulfil their responsibilities	The governors are very effective in fulfilling their responsibilities. They take a keen interest in the life of the school.
The school's evaluation of its performance	The headteacher monitors and evaluates the quality of teaching and learning and priorities in the school development plan well. Subject

	co-ordinators have a satisfactory understanding of standards in their subjects but, apart from the English and mathematics co-ordinators, rarely observe colleagues teaching or critically analyse planning. Governors are closely involved with staff in identifying priorities for inclusion in the school development plan.
The strategic use of resources	Resources are used efficiently and effectively to support teaching and learning throughout the school.

The headteacher and the governors have a clear view about the future development of the school and this makes a significant contribution to the quality of school development and budgetary planning. There is a strong commitment from all staff and governors to school improvement. Although the impact of the work of co-ordinators on standards in their subjects is greater than at the time of the previous inspection, there is a lack of critical analysis of the quality of teaching and learning. This limits co-ordinators' ability to accurately identify specific areas for improvement in their subjects. The recent good work of the English and mathematics co-ordinators is an exception and provides a suitable model for all staff to adopt.

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 and make good progress. • Their children behave well. • The quality of teaching is good. • The school is approachable when parents have questions or problems. • The school expects their children to work hard and achieve their best. • Their children are encouraged to be mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents would like their children to have more homework and some would like them to have less. • A significant minority of parents would like more information about how their children are progressing. • The school does not work closely enough with parents, for example, with reading or following up responses to problems. • There are not enough activities provided outside lessons.

Inspectors support parents' positive comments. The amount of work pupils are asked to complete at home is similar to that of most other primary schools and is judged to be adequate. Inspectors consider that the school provides a good range of information for parents about children's progress. However, inspectors agree that more could be done to follow up parents' questions and concerns, to inform parents of the work their children will be covering each term and strengthen the home/school reading arrangements. Inspectors understand that governors are fully aware of these factors and have helpful plans for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English is above average at the end of Key Stage 1 and very high at the end of Key Stage 2.

1. The pupils achieve very high standards in English in their National Curriculum tests at the end of Key Stage 2.
2. In the Reception class, pupils develop an enjoyment for stories and quickly learn to read. The teacher successfully sustains their interest in books by encouraging the use of the correct vocabulary, such as 'blurb' and 'hardback' and helping them understand that books also provide information. In Years 1 and 2, phonics are taught well and pupils successfully learn strategies for working out difficult words. At Key Stage 2, pupils' well developed reading skills are used effectively to work from text books and work sheets, access information from non-fiction books in **their studies** and read a wide range of reading scheme and library books.
- 3.** Writing skills are taught well across the school. Pupils are successfully encouraged from the Reception class onwards to use descriptive words and phrases in their stories and poems. Good examples are highlighted for pupils when teachers are sharing texts in whole-class lessons. For example, Year 5 pupils read the poem 'Someone' by Walter de la Mare clearly and with expression. They discussed alliteration and the effect of adverbs and adjectives in the poem and successfully transferred their knowledge and understanding to their own poems as they painted a night picture of the moon in words. By the end of **Key Stage 2**, standards of attainment are very high. Pupils express their ideas imaginatively and effectively select appropriate forms of writing for different purposes. **Inspection evidence indicates that the current Year 6 pupils are likely to attain high standards in the forthcoming national tests, similar to those achieved in 1999.**
4. Pupils are given many opportunities to speak and listen in all classes. The quality of discussions in whole-class sessions, particularly at the beginning and ends of literacy lessons, is often good. The headteacher's training and experience in drama is used to good effect to promote skills of speaking to an audience. Pupils listen very well to each other during classroom discussions or in assemblies. Pupils express their views about their work, offer opinions or discuss their feelings confidently and with good use of vocabulary.
5. Pupils' enjoyment and interest in their work **make significant contributions to** the standards attained. They respond well to their teachers' high expectations and concentrate on their tasks for considerable periods of time. For example, Year 3 pupils worked very well on their independent group tasks during a literacy lesson. They had taken part keenly in a whole-class session, sharing a text with their teacher. They maintained their motivation well as they worked hard **to complete their written tasks.** **They used what they had learned about plurals to good effect, as they answered questions on work sheets.**
- 6.** The standards achieved in English in all classes contribute significantly to pupils' learning across the curriculum, **for example, in well written accounts of science investigations and extended writing in history.**

Overall, teaching is good, with over half the lessons observed being very good.

7. In all classes, the planning of daily lessons is very good. Teachers plan conscientiously and thoroughly. Activities are frequently stimulating and motivating for pupils. Teachers are particularly successful at matching work to the needs of individual pupils and this helps pupils of different prior attainment make good progress in most lessons. Lessons proceed at a good pace and are well structured to sustain pupils' interest. Teachers take full advantage of pupils' excellent attitudes to their work to set high academic and social expectations to which the vast majority of pupils readily respond.
8. One teacher used **questions and** her Year 6 pupils' natural **curiosity very** effectively to stimulate good quality poetry writing. Using a paw-paw fruit, which many pupils had not seen before, she skilfully encouraged pupils to strive for high quality vocabulary to describe what they saw. Pupils responded with: 'A big pear, shaped like a maraca, Yellow with speckles of varied greens, And tinges of orange velveteen, Traces of brown-red flickers.' The teacher increased her pupils' interest by letting them taste the fruit and this successfully led to further sentences and phrases of a high standard for pupils to include in their poems.
9. In the very good lessons for children **up to the age of seven**, teachers ensure that all pupils are fully aware of what it is they have to do and why. They do this by sharing the lesson objectives with the pupils and linking new learning with knowledge and understanding gained in previous lessons. For example, the Reception class teacher effectively involved her pupils in an initial discussion at the start of a science lesson about the parts of a plant. She encouraged pupils to use the vocabulary with which they were already familiar, such as 'seed' and 'bulb', before introducing the words that she intended the pupils to learn during the lesson. The pupils then worked on a variety of investigations, using magnifying glasses and plant specimens, which successfully consolidated their new learning. The Year 2 teacher used clear explanations very effectively during a physical education lesson to help pupils improve their skills of travelling in different ways using the large hall apparatus. The pupils tried very hard to achieve the standards set because the teacher had clearly established what was required of pupils during the lesson.
10. Lessons are often well resourced and this helps pupils to move forward in their learning at a good pace. The Year 3 teacher provided her pupils in a science lesson with an extensive range of magnets and other objects, such as nails and paper clips, as they investigated the properties of magnets. Groups of pupils were able to focus on their tasks for a considerable period of time because resources were always readily available for them to use. This enhanced the quality of their learning and helped them make good gains in their knowledge and understanding as a result. The same teacher made excellent use of information technology equipment in a lesson where pupils learned how to insert a digital photograph into a wordprocessing program. Her imaginative strategy of enlarging e-mail texts, sent by pupils from a school in California, meant that all pupils were able to read the American pupils' stories, in a similar way that large texts are shared in literacy lessons.
11. Teachers use the time available well so that pupils cover a wide range of activities and learning during lessons. The Year 4 teacher managed and organised a physical education lesson very well so that pupils' were actively engaged in tasks or purposeful learning for the duration of the lesson. She worked with individuals and groups of pupils very effectively and her strategy of encouraging pupils to talk regularly about how

performances could be improved helped them to tackle their activities with renewed motivation and enthusiasm.

Pupils enjoy school and their attitudes to work are excellent.

12. Pupils' attitudes to learning and their strong motivation are significant factors in the school's success. Teachers help to sustain pupils' interest and motivation by planning activities that are enjoyable and stimulating, in lessons and in other activities, such as residential trips and visits to places of interest in the locality. **Pupils respond** very well to what teachers provide for them each day. This is seen in the enthusiasm pupils show in answering questions during whole-class discussions, moving quickly to their individual or group activities and sustaining their concentration for extended periods of time. In the Reception class, pupils worked with continued interest as they studied plant roots and stems and drew what they observed. Year 1 pupils showed great determination as they moulded clay into thumb pots and Year 2 pupils measured the weight of a range of groceries with care. Key Stage 2 pupils behave very well in lessons, listening respectfully to their teachers and sharing equipment without fuss.
13. Pupils are courteous and polite. They treat the school environment very carefully. Pupils talk with pride about the new school buildings and the changes that have been made. Lunchtimes are sociable and orderly occasions. Pupils play happily and energetically together in the playground and respond well to the lunchtime supervisors. Pupils move to and from assemblies, lunch and physical education lessons in the hall in every orderly and quiet manner. Parents are very appreciative of their children's high standards of behaviour in and out of school.

Provision for pupils' spiritual, moral, social and cultural development is very good and pupils have a strong sense of social and moral responsibility.

14. The school makes very good provision for these aspects of pupils' development. Parents appreciate and support these areas of the school's work.
15. Pupils' spiritual development is effectively promoted through well planned assemblies. Worship is based on the Christian tradition and is enhanced by including aspects of other faiths. Pupils receive appropriate amounts of time for prayer and reflection. Music is well used to create a calm, reverent atmosphere and pupils enjoy singing religious hymns. For example, pupils listened quietly with rapt attention at the start of a whole-school assembly as a pupil played her flute. Later, they joined in enthusiastically in singing 'He's got the whole world in His hands' and enjoyed performing the actions. Good opportunities exist in class lessons to develop in pupils a sense of awe and wonder as they experience aspects of the natural and man-made world. For example, Year 6 pupils gasped with delight as their teacher cut **open the paw**-paw fruit in a literacy lesson. Year 3 pupils were excited by the e-mail contact with an American school in an information technology lesson.
16. Provision for pupils' moral development is very good. Pupils clearly understand the difference between right and wrong and are set an excellent example by all the school staff. Children under five learn how to behave responsibly and how to conduct themselves while at school and this good start is maintained in all classes. Pupils value each other's comments in lessons and display good listening skills as a result. Stories with a moral theme are used effectively in assemblies and pupils are asked to express their views and opinions about how they would react to the situations described.

17. The school is a warm, welcoming and very caring organisation and this makes a significant contribution to the provision for pupils' social development. The very good relationships between staff and pupils and among all adults in the school are a major strength. Pupils work well together in all classes and this helps lessons to **progress at** a good pace, with few interruptions for teachers to sort out disputes or squabbles. For example, Year 1 pupils were all very keen to make clay pots during **the** science lesson. Although only six pupils worked with the clay at any one time, there were no complaints from those pupils who waited the longest for their turn.
18. Teachers make effective use of several areas of the curriculum to promote pupils' cultural development. English, religious education, information technology, music and geography are used successfully to enhance knowledge and understanding of people of other races and cultures within and outside the United Kingdom. For example, **the Year 3 pupils' contact with schools in the United States of America is also extended to China and London and is benefiting their increasing understanding of the similarities and** differences in the life-styles of children from those schools compared with their own.

The headteacher, with good support from the governors and staff, creates an ethos with a strong commitment to raising standards and promoting pupils' personal development.

19. The school's ethos successfully fosters strong relationships and encourages pupils to take advantage of the opportunities provided. The commitment to high achievement is seen in the consistent approach by all staff in implementing the school's aims and values and in the way that the headteacher and staff gather information on pupils' attainment and progress. The headteacher's management strategies are successful in promoting good team work amongst the staff and close involvement by staff and governors in the making of decisions about the future direction of the school.
20. The commitment to high achievement is promoted well by the range of opportunities provided within the curriculum for pupils to excel. This is partly achieved by the provision of a varied selection of after school clubs, residential visits and trips to places of interest. Pupils have opportunities to take part in sporting activities, such as athletics, football and netball, competing against teams from other schools. French is taught as an additional subject in the curriculum. The importance attached by the school to this provision is seen in the initiative by staff and governors, detailed in the school development plan, to extend further the range of after school clubs and activities.
21. The headteacher and staff have a personal interest in each pupil from the Reception class onwards. They know their pupils very well and this helps them to match work well to pupils' needs and to foster their personal development. Teachers regularly discuss pupils' progress in staff meetings and this helps all teachers to know a great deal about pupils who are not in their own classes.
22. The governors are committed, caring and very supportive. They are well informed about the daily life of the school, by reports from the headteacher and staff and through their own visits and enquiries. They are very interested in standards and are familiar with the school's own data on pupils' achievements, as well as data obtained from national test results. In this way, they make a significant contribution to the caring ethos of the school and the provision for pupils' personal development. For example, the governors have worked very hard, in conjunction with the headteacher, to ensure that

the new school buildings contribute to improvements in pupils' academic achievements in physical education, reading and library skills and their personal and social development, through an increase in the opportunities for whole-school assemblies and school concerts.

WHAT COULD BE IMPROVED

The information gathered, through assessment procedures, about pupils' attainment and progress is not used effectively enough to identify the specific skills, or groups of pupils, where improvement is required. Targets in the school development plan are consequently general rather than specific.

23. In response to the previous inspection, the headteacher has successfully improved the procedures for gathering information about pupils' attainment and progress and these are now good. For example, teachers make good use of assessment books to record a wide range of information about individual pupils' attainment and progress. Procedures for monitoring and evaluating the work of the school and initiatives in the school development plan by the headteacher and staff have also been improved. As a result of all these arrangements, governors and staff are well informed about the school's achievements.
24. The use that staff and governors make of the information gathered is satisfactory. Priorities identified in the school development plan are appropriate. The information supports the setting of targets for improvement in standards in curriculum subjects, and improvement in the results of national tests at the end of both key stages. However, **the targets outlined in the school development plan are not sufficiently specific, and this reduces the impact that target setting has on standards. The imprecision of targets in the school development plan means that subject co-ordinators and governors cannot always** evaluate in sufficient depth the success or otherwise of initiatives.
25. The school development plan contains details of action required to improve standards in information technology. It is clear from the plan that there will be training for staff but no indication of which specific pupils' skills **it is intended** will benefit from teachers' increased expertise. Reading is also identified in the school development plan as requiring improvement. A wide range of initiatives are detailed in the plan, including the administering of reading tests to identify needs, but there is no analysis of precisely which skills are weakest. As a result, teachers' planning for each term is not adjusted sufficiently to focus expertise and resources in the most effective way on specific areas **of development**. Teachers are successful in identifying skills requiring **attention**, and the action needed to be taken, in the individual education plans for pupils with special educational needs and this helps them to plan appropriate activities in their daily lesson plans. **As a result, the** pupils make good progress.

There are insufficient opportunities for pupils to use their skills to solve problems in mathematics or to plan investigations and experiments in science.

26. In mathematics and science at both key stages, scrutiny of pupils' previous work shows that teachers plan a wide range of activities covering all aspects of the National Curriculum requirements in both subjects. As a result, in mathematics, pupils have a broad knowledge and understanding of multiplication tables, number facts, properties of shapes and algebra in increasing complexity throughout the school. In science, pupils

have a satisfactory understanding of a variety of concepts and develop a good knowledge base at both key stages.

27. A good start has been made to the implementation of the National Numeracy Strategy. Teachers began using elements of the guidelines up to a year ahead of the nationally recommended start date of September 1999. This reflects the school's commitment to achieving high standards. Teachers now regularly encourage pupils to explain methods used to achieve answers and pupils are realising that there is often more than one way of solving a problem and that different strategies can be used.
28. However, pupils do not receive enough opportunities to apply their skills to challenging problem solving situations. There are exercises in the commercial mathematics schemes in use at both key stages which are successful in encouraging pupils to consider ways of finding solutions to written and practical problems. However, these are limited in their scope and are often completed individually. There are few activities planned for pupils to work as groups to approach problems where decisions have to be made about methods to be used and how results might be recorded. Year 2 pupils were observed enjoying practical tasks related to weighing groceries in kilograms and grammes. The tasks were well planned in that they involved co-operation between group members and had an element of fun linked with a serious purpose. Opportunities were missed for some pupils, in this case the higher attainers, to consider their own ways of recording results or make more effective use of estimation. Scrutiny of pupils' past work shows that the overuse of work books and work sheets sometimes restricts pupils from extending their learning by making discoveries for themselves.
29. In science, a review of the scheme of work in 1999 was successful in bringing more progression into the development of pupils' skills by reducing the close link science had previously with class **projects**. This means that there are now more lessons based on specific science skills rather than completing science activities because they had a connection with a class **project**. A new commercial scheme was introduced at the same time, which is helpful to teachers in relating activities to levels of attainment in the National Curriculum so work can be matched well to pupils' prior attainment. However, pupils' skills of investigating and experimenting are no more than satisfactory because there are insufficient opportunities for them to apply the broad base of knowledge and understanding that they have. There has been a reluctance amongst staff up until now to plan investigations and experiments that require substantial resources and space for pupils to spread out their work because of the cramped conditions in some classrooms. The newly refurbished classrooms in the main building have created more room for such activities. Year 3 pupils made good use of the new opportunities by planning and carrying out investigations with magnets. They devised the experiments, planned what resources they required and created their own recording **systems**. **This** was very successful in helping them apply their skills to practical situations. The teacher had paced the activities very well over a period of weeks, with each lesson building effectively on the previous one. Pupils were given considerable responsibility to make decisions for themselves and the vast majority of pupils responded positively to the challenge and made good gains in their knowledge and understanding as a result.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve standards further, the headteacher, staff and governors should now:

1. Make more effective use of the information gathered about pupils' attainment and progress by:
 - i) **identifying the specific skills which pupils do not understand;**
 - ii) establishing success criteria in the school development plan which clearly set out what is to be achieved;
 - iii) specifying more precisely the action to be taken to reach intended targets;
 - iv) ensuring that governors and subject co-ordinators base their **monitoring and evaluation work** on the intended outcomes of the action.
2. Provide more opportunities for pupils to apply their skills, knowledge and understanding to problem solving situations in mathematics and investigative and experimental work in science at both key stages by:
 - i) planning more activities where pupils make decisions and choices for themselves;
 - ii) making sure that higher attaining pupils in particular are suitably challenged by their tasks.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	48%	35%	13%	-	-	-

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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	191
Number of full-time pupils eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	31

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	5

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.1

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	14	27
	(1998)	(17)	(11)	(28)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	13	13	13
	Total	24	24	26
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (100)	96 (96)
	National	82 (81)	83 (82)	85 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	13	13	12
	Total	24	24	23
Percentage of pupils at NC level 2 or above	School	89 (93)	89 (93)	85 (89)
	National	82 (79)	85 (86)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	13	27
	(1998)	(13)	(13)	(26)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	12	10	13
	Total	24	22	25
Percentage of pupils at NC level 4 or above	School	90 (69)	83 (62)	93 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	12	12	12
	Total	23]	24	24
Percentage of pupils at NC level 4 or above	School	90 (68)	93 (57)	93 (75)
	National	67 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	191
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	17

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	277606
Total expenditure	270102
Expenditure per pupil	1461
Balance brought forward from previous year	11200
Balance carried forward to next year	18704

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	191
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	33	9	1.5	1.5
My child is making good progress in school.	48	45	4	0	3
Behaviour in the school is good.	51	41.5	3	1.5	3
My child gets the right amount of work to do at home.	45	40	13.5	1.5	0
The teaching is good.	48	49	1.5	0	1.5
I am kept well informed about how my child is getting on.	23.5	52	23	1.5	0
I would feel comfortable about approaching the school with questions or a problem.	60	35	2.5	2.5	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	27	52	15	4.5	1.5
The school is well led and managed.	40	51	1.5	2.5	5
The school is helping my child become mature and responsible.	44	48.5	5	0	2.5
The school provides an interesting range of activities outside lessons.	30	37	19	7	7

Summary of parents' and carers' responses

The table shows that the vast majority of parents are happy with most of the aspects of school life covered by the questionnaire. A significant minority of parents express concerns about the amount of homework, information about how their children are getting on, how well the school works with parents and provision of activities outside lessons.

Other issues raised by parents

A small minority of parents felt that the school swimming pool was not used enough in relation to its cost of up-keep.