

INSPECTION REPORT

MINWORTH PRIMARY SCHOOL

Minworth, Sutton Coldfield

LEA area: Birmingham

Unique reference number: 103345

Headteacher: Mr S Lambeth-Angell

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 14-15 October 2002

Inspection number: 251638

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Water Orton Lane
Minworth
Sutton Coldfield
Birmingham
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Telephone number: 0121 351 1345

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Appropriate authority: The governing body

Name of chair of governors: Reverend M Garland

Date of previous inspection: 27 April 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than other primary schools. Currently 166 boys and girls attend, organised into seven classes. The school does not have a nursery but about 80 per cent of pupils receive some form of pre-school education, mostly at nearby state-run nurseries although a few go to private nurseries and play groups. The social and economic backgrounds of pupils cover a broad range, with a significant proportion coming from economically disadvantage homes. The proportion of pupils eligible for a free school meal, 25 per cent, is above average and has increased since the previous inspection. The proportion of pupils on the register of special educational needs varies considerably from year to year and is currently below average. Three per cent of the pupils have statements of special educational needs and this is high. The main difficulties are dyslexia, behaviour, literacy, and numeracy. A handful of pupils are from minority ethnic backgrounds; mainly mixed White and Asian. Three pupils speak English as an additional language, with Urdu being the main language; these pupils are fluent speakers of English. The proportion of pupils who joined or left the school at other than the usual times of admission and transfer is very high, affecting about one pupil in five. Attainment on entry varies annually and covers a full range; although there are individual exceptions, the overall standard of the present cohort of four-year-olds is about average. The high numbers joining and leaving the school means that the current standard on entry is an unreliable predictor of overall standards in later years.

HOW GOOD THE SCHOOL IS

This is a good school. A friendly, welcoming ethos has been established that promotes learning, helps pupils develop good relationships, and to understand right from wrong. The pace of learning is good and the proportion of pupils in Year 6 on course to attain or exceed the nationally expected level by the end of the school year is above average. Low attaining pupils are well supported by the teaching and the extra provision and often catch up with national expectations before they transfer to the high school. More could be done to stretch the higher attaining pupils. The teaching is good, maintaining the interest and enthusiasm of the pupils and sustaining a consistently high standard of discipline. Leadership and management are good, with the headteacher establishing a strong educational direction to the work of the school. The cost of educating each pupil is higher than the national average, mainly reflecting the small size of the school, nevertheless, given the good standards of attainment, behaviour, teaching, and management, the school gives satisfactory value for money.

What the school does well

- The proportion of eleven-year-olds attaining the expected level for their age has almost doubled since the last inspection and test results in this age group have improved faster than the national picture.
- The headteacher and his staff have established a friendly, welcoming school conducive to learning.
- The teaching is good.
- The leadership and the management of the school are good.

What could be improved

- The progress made by the more able pupils should be more consistent between classes.
- Standards in science should rise to the national average.
- Attendance.

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 April 1998. Since then, improvement has been satisfactory. Standards overall have risen among eleven-year-olds at a rate that is faster than the national trend. A national achievement award was granted in 2000. The teaching has been sustained in quality. This has been achieved against a background of significant changes in the teaching workforce, with almost all of the teachers currently in post having been appointed since the previous inspection. Only minor issues were identified at the previous inspection, these were incorporated into an action plan and all of them successfully improved.

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
	2000	2001	2002	2002
English	D	A	C	B
Mathematics	D	A	D	C
Science	C	E	E	E

Key	
Well above average	A
above average	B
Average	C
below average	D
Well below average	E

The performance of the eleven-year-olds varies annually but the overall trend since 1997, which does not show clearly in the table, is one of good improvement. In part, the annual variations are because of differences in the proportions of pupils with special educational needs and of those joining or leaving the school after the age of seven. Average and low attaining pupils achieve well. The school has in recent years successfully reduced the number of pupils not reaching the national benchmark for their age. Pupils with low attainment on entry, and those joining after the age of seven, are well supported and often catch up with the nationally expected standards by the age of eleven. This shows in the test results for eleven-year-olds where the proportion attaining the nationally expected level has almost doubled since 1998 in all subjects tested; this, in particular, is very good improvement. However, the variations in performance are partly due to differences between classes in the progress made by the more able pupils, especially in mathematics and science where a third or more of the eleven-year-olds in 2002 underachieved compared to their attainment when aged seven. The tracking records for the eleven-year-olds tested in 2002 show that most of the more able pupils lost ground in the juniors before Year 6, mainly in one class.

The standard of current work among eleven-year-olds is satisfactory, with an average proportion of pupils in Year 6 on course to attain or exceed national expectations in English, mathematics and science by the end of the school year. The level of challenge in Year 6 for pupils that are more able is appropriate and they are making good progress. At the age of seven, test results show annual variations; in 2002, results were broadly average and this was significantly higher in reading and writing compared to 2001. These seven-year-olds have moved into Year 3. The current standard of work in Year 2 is average in all of the core subjects and consistent with results from previous cohorts. Standards in the Foundation Stage are broadly average and the four- and five-year-olds are making satisfactory progress. Pupils with English as an additional language speak English fluently for their age and do not need extra support; their attainment in other subjects is consistent with the relevant national expectations. The annual targets for improvement in standards are appropriately challenging and were exceeded in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children enjoy school and are responsive in lessons.
Behaviour, in and out of classrooms	Good. No bullying or oppressive behaviour was seen and very little is reported. The school is an orderly establishment.
Personal development and relationships	Good. The pupils relate well to each other and to their teachers. They show initiative and courtesy to others.
Attendance	Not as high as the typical picture nationally.

Pupils work hard in lessons and generally finish their work. They are enthusiastic and willing to contribute. No misbehaviour in classrooms, dining hall, or on the playground was seen. Attendance during the last complete academic year was much lower than other schools, partly because a number of pupils are taken on holiday by their parents in term time; this is unsatisfactory.

TEACHING AND LEARNING

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

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

The teaching is good. Senior management has done well to sustain this standard since the previous inspection, given the changes in staff. The teaching in English and mathematics is effective, demonstrating the thorough implementation of the National Literacy and Numeracy Strategies. In those subjects, the teaching gives appropriate priority to basic number skills and to phonics and they are taught well. Weekly and daily planning is consistently effective. Current teaching is highly motivating and gets the children to give of their best. Low attaining pupils are well supported and learn at a good pace given the difficulties they face. All of the other pupils learn quickly, commensurate with national expectations. The teaching includes pupils of all abilities in shared work and stretches them well intellectually. In the lessons seen, the teachers provided challenging group and individual work appropriately matched to pupils with different levels of attainment. Work from last year, however, showed that such differentiated provision was not consistent in every class. The improvements this year reflect recent school development initiatives.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well documented. Termly and weekly planning are of good quality. All requirements are met.
Provision for pupils with special educational needs	Satisfactory and typical of most schools. Learning support is effective.
Provision for pupils with English as an additional language	No extra provision is made and none is needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is properly promoted through collective worship, religious education, and links with the local church. Good attention is paid to the pupils' moral, social and cultural development. A good policy has been written and implemented for pupils' personal development and this promotes consistency throughout the school.
How well the school cares for its pupils	Good. Child protection procedures are of good quality. The school has appropriate regard for health and safety.

The partnership with parents is satisfactory. The arrangements and procedures to keep parents informed and to promote links with them are effective and typical of the majority of schools. The frequency of parents' consultation evenings and the quality of annual pupil-reports mean that this aspect exceeds national requirements. An open-door policy is operated although some parents are reluctant to come and talk through any concerns. The school has an effective policy to prevent racism.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is creating a hardworking, effective team of teachers. The educational direction of the school is clear. Morale is high.
How well the governors fulfil their responsibilities	Good. They are actively involved in the life and work of the school and appropriately oversee its development.
The school's evaluation of its performance	Good. The teaching is regularly evaluated for effectiveness. Senior management has a clear and appropriate understanding of strengths and areas for development and is taking the necessary action.
The strategic use of	Satisfactory. The management of finances is rigorous. Best value principles are

resources	applied to purchases.
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Income and expenditure per pupil are well above average, reflecting the small size of the school, and the school is relatively well off. Staffing levels are good. The number of children per teacher is very low compared to other primary schools and class sizes are small. The amount of non-teaching and clerical support is average. The accommodation is cramped. Temporary classrooms accommodate half the school, bringing inconvenience for pupils needing access to toilets and other facilities. Office space is very small.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school. • Children are expected to work hard and they make good progress. • Behaviour is good. • The substantial majority of parents think that the headteacher and his staff are very approachable. 	<ul style="list-style-type: none"> • Homework is inconsistent. • A significant number of parents think that not enough information is provided about the progress of pupils and what they are taught. • Some parents feel that the school does not work closely with them. • Some parents think that the range of extra-curricular activities is limited.

The inspectors agree with the positive views expressed by parents. Inspectors could not find any evidence that showed homework as inconsistent. A new system for homework was introduced at the start of the present school year and is of satisfactory quality. The annual reports on pupil progress are of good quality and better than the average school. The range and standard of letters and information sent to parents is satisfactory. The arrangements for involving parents in the life and work of the school are typical of most schools but not effective with every parent. The range of extra-curricular activities is good and better than many other schools. Overall, the inspectors do not to agree with parents about the aspects that they wish to see improved, finding them all to be at least satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The proportion of eleven-year-olds attaining the expected level for their age has almost doubled since the last inspection and test results in this age group have improved faster than the national picture.

1. The trend in results over recent years has been one of good improvement at the age of eleven, with the overall rate of improvement since 1997 being above the national trend. This reflected very good increases in the total proportions attaining or exceeding the nationally expected level in English and mathematics. However, the proportions exceeding the nationally expected level have varied more than they should; this is dealt with elsewhere. The improvements are set against a background of families moving homes in and out of the immediate locality and extensive changes to staffing at the school, both of which have potential to disrupt the continuity of learning but results show that this has been largely avoided.
2. The 2002 average point score based on the eleven-year-olds' results in English was the same as the majority of schools but was not as good in mathematics or science. Average point scores take into account the proportions exceeding the nationally expected level, which in 2002 were low. The results in 2002 were lower than 2001 but current work from different children shows that the eleven-year-olds this year are on course to return to higher overall standards in 2003. The results in English and mathematics in 2002, although lower than 2001, nevertheless fit within the long-term trend of improvement.
3. The eleven-year-olds' results in English in 2002 were better than schools with pupils from similar backgrounds; they were the same as them in mathematics but much lower in science. Comparisons with similar schools using 2001 data also show the performance of this school in English and mathematics in a positive light, though this is not the case with science. The under-performance in science is dealt with elsewhere.
4. The 2002 Year 6 cohort of eleven-year-olds contained a large number of pupils with special educational needs or with low attainment when aged seven. These pupils did well in the main with nearly all of them making the expected amount of progress over the four junior years, many catching up with national expectations. The school's baseline assessments and tests at age seven show that those who leave at other than the normal time of transfer to secondary education generally have high attainment. Those joining the school at other than the usual time often have had difficulties with their education elsewhere and are behind the national expectations for their age. These pupils are supported well, which is the reason mainly given by parents of these children for choosing the school.
5. The overall achievement of the eleven-year-olds tested in 2002 was satisfactory in reading and writing but not good enough in mathematics, reflecting the underachievement of the more able pupils. In reading and writing, about three-quarters of the pupils made the expected progress. In mathematics, less than two-thirds did so; the third not doing so being the more able pupils.
6. In Year 6, the proportion of eleven-year-olds currently on course to attain or exceed the nationally expected level in English, mathematics, and science is at least average. Their work and performance in lessons show that all of them are doing well and that there is potential for proportions to rise above the present national average.
7. Almost all of the current Year 6 pupils can read fluently and tackle competently the unfamiliar words that they meet. Comprehension skills are consistent with expectations and all of them can read worksheets and textbooks, follow written instructions, and read for information, enabling them to keep up with work in other subjects. A third or more of the Year 6 pupils have attainment that is higher than the national expectation. These pupils can tackle books of adult level of difficulty, have well developed tastes, can confidently express views and opinions and develop their own thoughts based on ideas in the text. In writing, the Year 6 pupils organise their ideas logically and interestingly. Two-thirds write clearly and legibly, with spelling and punctuation skills consistent with or better than expectations. The remaining pupils show too many lapses in spelling, grammar, punctuation, and handwriting for their work to be consistent with expectations.

8. In mathematics, the Year 6 pupils use numbers with thousands, hundreds, tens, and units competently and quickly. They can round to the nearest whole number, nearest ten, or hundred; use decimals to two places; understand equal fractions and calculate fractions of quantities; and use frequency charts. They have completed an appropriate amount of work since joining their current class, all of it consistent with the relevant part of the National Numeracy Strategy Framework, and show good levels of enthusiasm for the subject and confidence in lessons.

The headteacher and his staff have established a friendly, welcoming school conducive to learning

9. Relationships between teachers and pupils, and between pupils themselves, are good. The positive and assertive nature of the teaching leaves pupils in no doubt about right from wrong, how they should behave towards others, or how well they are doing. Because of this the children are, in the main, at ease with each other and with their teachers, confident, responsive in lessons, and show good levels of respect.
10. The behaviour of the pupils is good, reflecting consistent arrangements to promote discipline and orderly behaviour, and this helps put children at ease. No bullying or oppressive behaviour was seen and pupils say it is rare. The school has an effective anti-racist policy. Within the reporting period, one pupil was excluded for a fixed-term. The pupil returned to school and there has been no more trouble. Supervisors at playtime and midday provide apparatus for children to use and encourage them to play constructively.
11. Social awareness and personal development are promoted through, for example, the school council, the system of house captains and house awards. The rules and expectations are drawn up in each class in consultation with pupils. School monitors have a wide range of daily responsibilities and this helps establish a sense of citizenship as well as providing opportunities for pupils to show initiative. Assemblies are informative, thoughtful occasions that help pupils learn about moral values and social relationships. The headteacher sets a good teaching example through the manner in which he conducts assemblies, gaining the interest and involvement of the pupils. A barrier to learning councillor works with pupils who have attendance, behaviour and emotional difficulties and is making a good contribution.
12. Good provision is made during wet playtimes, helping to keep pupils gainfully employed and demonstrating the child-centred ethos of the school. This ethos is extended through a wide range of extra-curricular activities, these include the infant pupils. For the older pupils there is French, football, art, dance, hockey, Latin, gardening, choir, chess, first aid, and sewing. Younger pupils have access to football, dance, gardening, and computers. The school cares well for its pupils and acts in their best interests at all times.

The teaching is good

13. Fifteen lessons were seen; two were very good; seven were good; six were satisfactory. Although the finding that teaching is good is based on fewer observations than the previous inspection, it is supported by evidence from pupils' work together with their good attitudes and behaviour, and evidence from focused observations of parts of lessons that are not usually counted in the overall tally. The pupils respond well to the teaching; they are confident, interested, and invariably work hard. The teachers have good relationships with the pupils, give plenty of praise, explain the reasons for the praise, anticipate problems well, and generally prevent potential misbehaviour by diverting attention or asserting the need for children to respect the needs of others.
14. In a very good English lesson in Year 1, the teacher cleverly used a wide range of simple strategies and relevant resources to hold the attention of the six-year-olds in her class, enthuse them, and make clear the ideas she was teaching. The shared part of the lesson explored vowel sounds using auditory, visual and tactile methods. The pupils had to listen for the sound of the vowel in words, identify them when written, and make their shape with their finger in the air. This relatively routine work came alive because the teacher used methods that interested the pupils. For example, sometimes the pupils had to whisper the vowel, and sometimes shout it; fingers became 'magic' fingers. In another part of the shared work, a soft toy was passed from child to child, like pass-the-parcel. When the toy stopped, the child had to find a rhyming word. These stratagems and many others throughout the lesson, kept the pupils intellectually engaged; they cemented learning by making memorable the ideas and the context in which they were learnt. The teaching in this lesson was thoroughly assertive and well paced, with the pupils being swept along, never allowed to become passive learners or find time for inappropriate behaviour.

15. In a good English lesson in Year 5, the teacher skilfully led a discussion by phrasing carefully the questions he asked and by asking follow-up questions to help pupils extend their answers. Through this discussion, and from clear explanations, the teacher helped the children to understand the ideas in a poem and to learn how the shape of the poem, together with the rhyming pattern, helped communicate the meaning the poet intended. In a good mathematics lesson in Year 6, the mental warm-up was briskly managed and challenging. This reflected very good quality planning and preparation, which identified specific objectives and different work for groups of pupils with different levels of attainment. This high quality planning ensured that the work provided was well matched to individual needs, enabling every pupil to gain something worthwhile from the lesson.
16. The pace of learning in the present academic year is consistent throughout the school; the teacher in Year 3 was absent and her work not seen. Many pupils in the Reception year have only been in school a few weeks but are beginning to find their feet. The pace of learning in the Reception year is satisfactory and children are gaining confidence quickly. The pace of learning throughout Years 1 and 2 is good in English and mathematics, the subjects looked at, and this has potential for above average standards in 2003. The same can be said of Years 4, 5, and 6. Low attaining pupils are included by teachers in shared work by targeting questions at them that they can answer and they are well supported by non-teaching staff. The higher attaining pupils in Years 5 and 6 are intellectually challenged and their learning is now consistent.

The leadership and the management of the school are good

17. The standard of leadership and management has been sustained since the previous inspection. The headteacher shows good leadership. He has united the staff and is creating a strong teaching team. He has established good, harmonious relationships within the school and an orderly pupil community. The educational direction is clearly established, aims and purposes are well identified. Responsibility is rigorously delegated. The deputy headteacher and the staff are very supportive of the headteacher. Morale is high.
18. This is a well-managed school. All of the expected procedures and policies are established, with many examples of good management practice. The headteacher and senior managers are aware of strengths and areas for improvement within the school and are taking relevant action. For example, in the past year in response to identified weaknesses, the headteacher has introduced daily guided reading, enhanced opportunities for writing, early literacy, additional literacy and booster classes to raise standards in English. Governors are properly involved in the life and work of the school. Relevant statutory requirements are met.
19. The school development plan is of good quality, clearly presented, and contains relevant priorities. The focus of attention has been on low attaining pupils, which is good, with effectiveness of the action confirmed by the improved test results. Attention is now shifting to high attaining pupils. Evaluations of effectiveness in each subject are detailed and adequately recorded; this is good practice.
20. The work of the school is monitored through lesson observations; scrutiny of work; scrutiny of planning. Lesson observation identifies successful practice and aspects for improvement and are of good quality. School self-evaluation systems are consistent with good practice. Performance management is fully consistent with expectations and effective. Termly targets for teachers are set and agreed with each teacher. Reviews clearly identify targets that are met and any that are carried forward. The governors have appropriate arrangements in place to set performance targets for the headteacher; minutes of the governors' meetings show that these targets are met.
21. The professional development arrangements are operating successfully. An induction policy has been written and is appropriate. The school has received an Investors in People Award; DfEE School Achievement Award; Life Education Award; Citizenship Award; and is working towards a Quality Mark. These show that the school is anxious to achieve highly and to improve.

WHAT COULD BE IMPROVED

The progress made by the more able pupils should be more consistent between classes

22. In 2002, the proportion of pupils exceeding the nationally expected level in reading, writing and mathematics was about half that found in the majority of primary schools; in science, it was even smaller. The achievement of the more able eleven-year-olds tested in 2002 was mixed. It was barely satisfactory in reading and writing and not good enough in mathematics. In reading and writing, about two-thirds of those who attained the higher national level in 1998 when aged seven went on to exceed expectations in 2002 when aged eleven. In mathematics, less than a third did so. The higher attaining boys in particular underachieved in mathematics. The school's tracking records indicate that progress was quicker in Years 3 and 4, that is from 1998 to 2000, than in Year 5 in 2001. Changes in teacher mean that those currently teaching the year groups identified did not do so between 1998 and 2002.
23. Relevant pupils' work shows that in writing and mathematics, not enough challenge was provided and that the teachers' expectations of the more able pupils were not high enough. Not enough work at a level higher than the majority in the class was given to those needing it. There was too much practising of knowledge already acquired instead of moving quickly to introduce new knowledge and develop new skills. In science, there was insufficient emphasis on learning skills through experimentation and investigation. Good policies on teaching and the curriculum are in place but the work shows that they have not been implemented successfully in all classes. The current teaching is remedying these shortcomings in the main and good levels of challenge for the more able pupils are now evident in the work though this finding is not yet supported by test results.

Standards in science should rise to the national average

24. Test results in science are below average and have not improved as much as in English or mathematics, mainly reflecting priority when improving the teaching and curriculum being given to the latter two subjects. In 2002, the proportion of eleven-year-olds attaining or exceeding the nationally expected level was slightly below the national average. The proportion exceeding the expected level was well below average.
25. The school has recently revised its curriculum guidelines and the schemes it follows and this is leading to greater effectiveness. More priority is being given to experimentation and investigation. However, this is still not challenging the higher attaining pupils enough and more needs to be done here.

Attendance

26. Attendance at 90.6 per cent is very low in comparison with other schools. Authorised absence is particularly high; unauthorised absence is above average. Registers are maintained in accordance with requirements and parents notify the school of absences, and the reasons, in line with school policy. However, not enough is done to analyse the reasons given for absence to identify causes and trends; to get to the heart of the problem; and to identify any means of improving attendance. Records show that there have been outbreaks of illness; that some families are tied to industrial holidays; that some take religious holidays; others take holidays in term time because they are cheaper. The extent of these is not quantified, either in terms of families, frequency, or days particular children have out of school and this should be remedied. Once a clear, factual picture has been established, then the headteacher and governors can decide on appropriate action.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The headteacher and his staff, with the support of the governing body, should:
- increase the proportion of eleven-year-olds exceeding expectations by:
 - improving where necessary the consistency of progress made by the more able pupils in the juniors, aiming to increase the rate of progress in all classes to that of the best;
 - providing training and support for teachers where necessary to help them implement effectively the school's policy on planning, teaching, and the curriculum;
 - setting relevant targets for improvement, with a clear time scale where relevant, monitor progress, report to governors, and act to remedy any shortcomings;
(Discussed in paragraphs 22 and 23)

 - improve standards in science by:
 - increasing the level of challenge and providing work that is better matched to the learning needs of the more able pupils;
 - including more experimental and investigative science in the teaching;*
(Discussed in paragraphs 24 and 25)

 - improve the rate of attendance by:
 - analysing attendance data rigorously to establish a clear, quantified picture of the causes of the poor rate of attendance;
 - establishing an effective policy for improving attendance that is based on recognised good practice;
 - setting relevant targets for improvement and monitoring regularly the progress towards achieving them.
(Discussed in paragraph 26)

NB (*) indicates that the improvement has already been identified by the school and is in the development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	7	6	0	0	0
Percentage	0	13	47	40	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 six 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)	166
Number of full-time pupils known to be eligible for free school meals	40

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year (number on roll was 151)	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	8.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
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
	2002	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	9	14
	Girls	13	12	13
	Total	27	21	27
Percentage of pupils at NC level 2 or above	School	90 (71)	70 (76)	90 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	17
	Girls	11	10	13
	Total	21	23	100
Percentage of pupils at NC level 2 or above	School	70 (76)	77 (76)	100 (94)
	National	85 (85)	90 (89)	89 (89)

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

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
	2002	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	16	15	16
	Total	22	21	23
Percentage of pupils at NC level 4 or above	School	76 (84)	72 (92)	79 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	16	13	16
	Total	22	19	23
Percentage of pupils at NC level 4 or above	School	(79)	(83)	(79)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	116	0	0
White – Irish	2	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	6	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	1	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	37	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8.6
Number of pupils per qualified teacher	19.3
Average class size	23

Education support staff: YR-Y6

Total number of education support staff	3
Total aggregate hours worked per week	107

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	463,580
Total expenditure	454,883
Expenditure per pupil	2,584
Balance brought forward from previous year	
Balance carried forward to next year	

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	166
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	33	5	3	0
My child is making good progress in school.	55	35	6	0	4
Behaviour in the school is good.	48	44	5	0	3
My child gets the right amount of work to do at home.	40	42	14	0	4
The teaching is good.	55	38	3	0	3
I am kept well informed about how my child is getting on.	36	43	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	6	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	35	44	18	2	1
The school is well led and managed.	45	35	14	2	4
The school is helping my child become mature and responsible.	58	35	3	2	2
The school provides an interesting range of activities outside lessons.	42	32	17	6	3

Other issues raised by parents

The parents raised no other issues.