

INSPECTION REPORT

LEIGHTERTON PRIMARY SCHOOL

Leighterton, Nr Tetbury

LEA area: Gloucestershire

Unique reference number: 115507

Headteacher: Mrs A Evans

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 11th & 12th April 2000

Inspection number: 186270

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 to 11
Gender of pupils:	Mixed
School address:	Leighterton Nr Tetbury Gloucestershire
Postcode:	GL8 8UH
Telephone number:	01666 890273
Fax number:	As telephone
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Mould
Date of previous inspection:	06/11/95

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leighterton Primary School provides full time education for 103 pupils aged from four to eleven and is smaller than other primary schools. The school is situated in the village of Leighterton, Gloucestershire. The percentage of pupils identified as having special educational needs at 23 per cent is above the national average and the percentage of pupils with statements at just over one per cent is broadly in line with the national average. The vast majority of pupils have English as a home language. Pupils come from a wide range of different backgrounds and the socio-economic circumstances are average overall. The percentage of pupils entitled to free-school meals is below the national average. Most four-year-olds start school with levels of attainment that represent a typical range from below to above average and overall attainment is average. The current headteacher has been in post since September 1997.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a good quality education overall. The quality of leadership and management of the school is very good and there has been a good level of improvement since the last inspection. The school enables pupils to achieve standards that are above average and to develop very good attitudes to their learning. The strengths of the school outweigh the areas that could be improved. Setting the above factors against the cost of educating each child, which is average for similar schools, the school provides very good value for money.

What the school does well

- Standards in English, mathematics, science, religious education and music are high and all pupils make very good progress overall.
- Pupils' attitudes, personal development and relationships are all very good.
- The quality of teaching is good throughout the school.
- The curriculum is broad and balanced and provision for pupils' spiritual, moral and social development is very good.
- The school shows a very good level of care for pupils.
- The leadership and management of the school are very good and the school is very efficiently run.

What could be improved

- The presentation of pupils' work.
- Some members of staff have too many curriculum responsibilities.
- The accommodation is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in November 1995 judged Leighterton to be a good school that achieved good academic standards. This quality has been improved. The school is now a very effective school and high standards have been maintained. The results achieved by pupils at the end of Years 2 and 6 in the national assessment tests in 1999 are very high when compared to schools nationally. Standards in English, mathematics and science have risen at a pace much greater than the national trend. The high quality of education has been improved since the quality of teaching is now better than at the time of the last inspection. The key issues for action, identified in the previous inspection report, have been dealt with effectively. The school is well placed to maintain high standards and to continue its improvement.

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	A	A*	A
Mathematics	A*	A	A*	A*
Science	A*	A*	A*	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

A* indicates that the school ranks in the top 5% of all schools for that category.

Standards are good for children under five and they almost all achieve the Desirable Learning Outcomes by the age of five, with a significant number of pupils exceeding this standard. By the age of seven, pupils achieve standards in reading and writing that are very high when compared with all schools and well above average in mathematics. There is some weakness in spelling at Year 2. When compared to similar schools, standards in reading are very high, well above average in writing and in line with the national average for this type of school in mathematics. Standards are maintained throughout Key Stage 2 and, by the age of eleven, attainment in English, mathematics and science are very high when compared to all schools. When compared to similar schools standards in mathematics are very high, and in English and science well above average. It is notable that in English half of the pupils, and about three-quarters in mathematics and science, gained the higher Level 5. Standards in literacy and numeracy are above average, however pupils' take insufficient care in the presentation of their work. Standards in religious education and music are good. At the end of Key Stage 1 attainment in reading, writing and mathematics has risen at a pace significantly greater than the national trend. This pattern is repeated at the end of Key Stage 2 attainment in English, Mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They enjoy their lessons and other learning opportunities offered by the school. Pupils show very responsible attitudes and carry out their duties well.
Behaviour, in and out of classrooms	Behaviour in classrooms is very good overall and some excellent behaviour was seen in class. No disruptive or inconsiderate behaviour was seen during the inspection. Behaviour in the playground is very good. Pupils move around the school in an orderly and polite way.
Personal development and relationships	Pupils' personal development is very good. Pupils develop a growing maturity in their manner of working, their communication skills and their ability to take personal and group responsibility. Relationships between pupils of all ages and between pupils and adults are excellent and are a strength of the school.
Attendance	Attendance and punctuality are good. Pupils arrive at school on time and lessons begin punctually.

TEACHING AND LEARNING

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

Teaching throughout the school is good and promotes the good quality learning. The vast majority of lessons seen during the inspection were of a good or better quality and no unsatisfactory teaching was seen during the inspection. Of the 16 lessons seen, the quality of teaching in 14 was good or better and in five was very good. There is no variation in the quality of teaching between either key stage and for children under five. Basic skills are well taught across the curriculum, as are literacy and numeracy. One of the strengths in teaching is the very good relationship that exists between teachers and their pupils. This effectively builds pupils' self-confidence and enables them to realise that they can learn effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good for pupils at all ages. The school uses the national strategies for numeracy and literacy well, enabling pupils to reach very high standards. All subjects of the National Curriculum and religious education are well provided within the school. Provision for extra-curricular activity is very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. All pupils make good progress in their learning through effective teaching and good quality support when withdrawn for extra help. Individual education plans and record keeping are of a good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for their spiritual, moral and social development is very good and provision for their cultural development is good.
How well the school cares for its pupils	The school's care for its pupils is very good. The procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained. The procedures for monitoring attendance and punctuality are good. Very good attention is paid to the health and safety of all pupils, including arrangements for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision regarding the development of the school. This is clearly communicated to and shared by all members of staff and governors. They are committed to improving provision constantly and raising standards. Their commitment to seeking the highest possible achievement for pupils across a wide range of learning experiences, and the personal development of all pupils, is of high importance. Teachers work hard to ensure that their many curriculum and management responsibilities are met well. Governors, staff and parents express confidence in the leadership of the headteacher.
How well the governors fulfil their responsibilities	Governors have high levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities well.
The school's evaluation of its performance	The headteacher and governors work very well together to identify the school's strengths and areas for development. The headteacher rigorously monitors teaching and knows the staffs' strengths and weaknesses well.

The strategic use of resources	The financial management of the school is very effective. Care is taken to ensure that money is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan. The school also looks at the impact on standards of their financial commitments. Although the accommodation is used well, it is inadequate for the school's needs.
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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 • Behaviour is good • The teaching is good and teachers expect children to work hard and do their best • The school is well led and managed • The school is helping children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of work their children are given to do at home. • The number of educational visits provided by the school.

The inspection team agrees with the positive comments made by the parents. From observation, homework seems to be used appropriately. There is a good range of visits that effectively supports pupils' learning. Parents think very highly of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Achieves high standards in English, mathematics, science, religious education and music for all pupils and pupils make very good progress overall.

1. The percentage of pupils achieving the nationally expected Level 4 in English in the national assessment tests at the end of Key Stage 2 in 1999 was very high in comparison to the national average, with all pupils achieving the nationally expected level. Almost a half of the pupils gained the higher Level 5 and this is well above the national average. When compared with schools with a similar percentage of pupils entitled to free school meals, standards remained well above the national average. In mathematics, the percentages of pupils achieving Level 4 was well above the national average and almost three-quarters achieved the higher Level 5. When compared with similar schools, standards in mathematics were very high. In science, all pupils gained Level 4. This was very high when compared to the national average. Almost three-quarters of the pupils gained the higher Level 5 and this was again very high when compared to the national average. When compared with similar schools, standards in science were well above the national average. The very high scores in all three subjects when compared with the national average, places the school in the top five percent of schools nationally. Over the last four years standards in English, mathematics and science have risen at a pace greater than the national rate.
2. In the Key Stage 1 national assessment tests for reading, the percentages of pupils gaining Level 2 was well above average. Almost four-fifths achieved the higher Level 3 and this was very high in comparison with the national average. When compared to similar schools, standards were very high, placing the school in the top five percent of schools nationally. In writing the percentage of pupils gaining the nationally expected Level 2 was above the national average and was well above average for those gaining the higher Level 3. When compared with similar schools, standards in writing were well above the national average. In mathematics, all pupils gained the expected Level 2 and this was very high in comparison with the national average. The percentage gaining the higher Level 3 was close to the national average. When compared to similar schools, standards were broadly in line with the national average. Over the last four years, standards in reading, writing and mathematics have risen at a rate greater than the national average.
3. Pupils enter school with standards that are broadly average. Standards are good for children under five and they almost all achieve the Desirable Learning Outcomes by the age of five with a significant number of pupils exceeding this standard. As they progress through the school, all groups of pupils, including higher attainers and those with special educational needs, are challenged well, make very good progress and reach high standards by the time they leave.
4. By the time they reach Year 6, pupils are very confident and articulate in both formal and informal learning situations. They express themselves clearly. Their answers to questions are clear, concise and relevant to the questions asked. This standard is reflected in the good standard of their writing, which is clear and specific and relevant to the theme. For example, some interesting and detailed writing was seen in which pupils gave an account of a hot-air balloon trip in 1763. Pupils produce a good range of writing styles by Year 6. They use punctuation well, using speech marks, capital letters and a range of punctuation marks accurately and to good effect. They use words well to make their meaning clear, showing a good vocabulary. By Year 6 spelling is generally accurate, but there are currently some areas of weakness identified in the spelling of pupils in Year 2. In both lessons observed and in the analysis of work, pupils made a range of mistakes in their spelling both whilst using computers in Literacy and when writing in their books. Four common patterns of weakness emerged: words with double vowel sounds are often spelt incorrectly; some pupils spell words as they sound; pupils confuse the use of “there” and “their” although these are spelt correctly, and silent letters are sometimes missed out of words. This weakness is largely confined to this group of pupils, as spelling results in statutory tests are good and there seems to be little difficulty at Year 6.

5. The fluency of writing skills is well developed in English, but the presentation of written work in other subjects does not do justice to its quality. Where pupils have the opportunity to write in exercise books, standards are better and written work more organised. However, when writing on loose paper, it is less organised, often untidy and is difficult to follow. Reading progresses well and, by the time pupils leave school, they achieve very high standards. Pupils in reception recognise letters of the alphabet and are now able to put their initial letter sounds together to read simple words. More able pupils talk effectively about some texts with which they are familiar. Throughout the school, pupils are interested in and enjoy poetry, fiction and non-fiction and talk about literature enthusiastically. By Year 6, pupils read texts very well, with expression and fluency. They respond to a range of prose and poetry with understanding and talk about this with interest, showing good levels of comprehension. They use their reading well to support their learning across the curriculum and pupils' good knowledge of literacy supports effectively their progress in other subjects.
6. Standards in mathematics are very high for all pupils when measured against their potential levels of attainment and all make good progress. By the time pupils reach Year 6, they have developed very competent skills in number and problem solving and they have a very good knowledge in all other areas of mathematics. They investigate mathematical situations to good effect, make predictions and test these well. For example they investigate the number of different shapes that can be created by drawing diagonals in a regular hexagon, making and testing effectively appropriate predictions. They demonstrate a good knowledge of the properties of shapes and use this knowledge well when solving problems. Pupils have very well developed skills in solving problems at levels that are higher than expected for their age. Higher attaining pupils in Years 5 and 6 are able to work out a variety of ways to solve difficult problems. They use their knowledge of number well and work competently with decimals, fractions and percentages. Younger pupils have a good knowledge of pattern in number and apply this effectively to their work. Standards in probability and statistics are good, with pupils drawing and interpreting graphs well and using the probability scale accurately and with understanding. Numeracy is used accurately and effectively in other areas of the curriculum, such as science and geography.
7. In science, pupils show a good knowledge of living things, physical processes and materials and their properties. They apply their knowledge well and appreciate the impact that science has on everyday life, talking about this with good levels of understanding. They have very good skills in devising fair tests and their conversation demonstrates very good observational skills. They make relevant hypotheses and set about effectively testing these. The results of assessment tests show that pupils attain high levels when compared to their ability.
8. Standards in information technology are satisfactory. It is used effectively to support work in literacy, numeracy and other subjects such as art, science, history and geography. Older pupils use information technology well to develop their independent research skills.
9. Standards in religious education are good and pupils show a good knowledge of a wide range of festivals and rituals from the Christian and other faiths such as Judaism and the Muslim faith. They have a good knowledge of biblical characters and events surrounding them. They are able to talk, for example, with knowledge and confidence about the events of Holy Week, and show good understanding of some of the teachings of Jesus. They know and understand about important modern figures, such as Martin Luther King, who taught and spoke with a Christian message of tolerance. Pupils have a good knowledge of Channukah and are familiar with the Muslim traditions connected with water, such as ritual washing.
10. Pupils make good progress in music and attain high standards. Singing in assemblies, and individual performance on guitars and clarinets demonstrate pupils' good music skills. Older pupils in Key Stage 2 compose and perform pieces of music that are of a high standard and which effectively convey mood and atmosphere. They annotate their composition, using appropriate symbols and follow this well when performing. These pupils composed pieces to represent the events of the Last Supper and other aspects of Holy Week. By varying speed, the loudness of their

music and the quality of sound, they effectively create a range of different moods. For example, Year 4 pupils created a peaceful mood using chime bars quietly to represent the mood of the Last Supper, but when the soldiers entered to arrest Jesus, their use of cymbals and drums was dramatic and effectively conveyed change of mood.

Pupils' attitudes, personal development and relationships are all very good.

11. Pupils have very positive attitudes to other pupils and to their school. They are keen and enthusiastic to come to school and delight in the learning opportunities given to them, and so achieve high standards. They feel secure in the school and know that they are valued. This effectively supports their self-esteem and confidence. They are at ease with adults and other children alike. Pupils are very welcoming and are concerned that visitors and new pupils are equally at ease. They enter into friendly conversation spontaneously and are keen to talk about themselves and their school. Pupils have very positive attitudes towards other pupils. Parents value very highly the way that the school operates as a "big family" with older pupils showing sincere care and attention to younger ones.
12. Behaviour in classrooms is very good and some excellent behaviour was seen during the inspection, especially when the whole school was gathered together for their assembly. Parents strongly agreed that the standard of behaviour in and around school is good. Where there is very good behaviour, pupils listen attentively, concentrate hard when working individually and as a member of a group. They show high levels of attention and interest and their very good behaviour in lessons has a direct impact on the high standards achieved. Behaviour in the playground is very good. Pupils enjoy taking advantage of the contact with pupils of all ages at playtimes. They move around the school in an orderly, polite way. It is worthy of note that during the two days of inspection, the weather was poor and the standards of behaviour were still very high, even though pupils did not always have the opportunity to take an outdoor break.
13. Pupils' personal development is very good and the quality of relationships is excellent. This aspect is a strength of the school. Throughout their time at the school, pupils develop a growing maturity in how they work, their skills in articulate, polite communication and their ability to take responsibility. By Year 6 they blend a high level of independence with excellent relationships with other pupils and adults. Their spontaneous co-operation and very good communication skills strongly support their learning. Year 5 and 6 pupils take on responsibility very well and respond positively to opportunities to support the school in a range of ways. They give valuable assistance to the cook, in serving lunch to a hundred or so diners and in helping to maintain a pleasant and clean eating environment during this time for example. Their growing maturity supports the excellent quality relationships that are characteristic of the school. Pupils relate to and support each other to a very high degree and parents state that they recall no incidents of inappropriate behaviour or oppressive attitudes within the school. This was evident during the period of inspection, when only highly positive relationships, behaviour and attitudes were seen.

The quality of teaching is good throughout the school.

14. Teaching throughout the school is good and promotes the good quality learning. The vast majority of lessons seen during the inspection were of a good or better quality and no unsatisfactory teaching was seen during the inspection. Of the 16 lessons seen, the quality of teaching in 14 was good or better and in five was very good. There is no variation in the quality of teaching between either key stage and for children under five. Basic skills are well taught across the curriculum, as are literacy and numeracy. Parents are correct in their view that the quality of teaching is good.
15. Teachers generally have good knowledge of the subjects that they teach and are able hold good quality discussions with their classes. This is evident in a wide range of lessons, including literacy, numeracy, music, science and physical education lessons. Teachers show good technical knowledge of, for example reading and writing skills, how to solve problems in mathematics, of a range of the worlds' faiths in particular Christianity and of the language associated with composing music. They are able to discuss the work competently with pupils so those pupils develop good skills.

Teachers' planning is good. In lessons where pupils are set according to their prior attainment, teachers have a good knowledge of their learning needs. Even within classes with a wide age range of pupils or where they come from two different key stages, teachers are aware of the levels that pupils need work pitched at and plan accordingly. They successfully allow for these lessons and individual pupils' needs are met well. As a consequence, pupils are confident in completing their tasks and work at a good pace. Interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development. Planning clearly identifies what pupils are to learn in each lesson and the objectives are clearly displayed by the board so pupils are aware of their learning intentions.

16. At all stages of the school, basic skills are well taught. Teachers make good use of pupils' literacy skills to engage pupils in answering questions to develop high levels of accurate and clear speech. They ensure quality discussion in a range of subjects in both small larger groups, and in circle time. This provides pupils with valuable opportunities to formulate their thoughts carefully. However, the skill of presenting work is not effectively promoted. Standards of presentation do not always do full justice to the pupils' capabilities nor to the quality of work taking place in class.
17. Pupils are managed well and teachers provide effective learning experiences. Teachers achieve and maintain very good levels of behaviour in their lessons, with the co-operation of their pupils. Pupils' contributions in lessons are valued. Wrong answers are never dismissed but are discussed and pupils are encouraged to realise that they can learn from their mistakes. This is effective in informing pupils how well they are learning and in building their self-esteem.
18. Teachers make good use of resources, such as in music, where all pupils are given opportunities to play instruments. Lessons run smoothly and time is used well, with lessons moving at a brisk pace effectively encouraging good levels of productivity and pace of working. A good number of parents come into school to help, particularly with the younger children. Together with the classroom support assistant they are well directed, know what they are intended to do and are effective in supporting pupils' learning. Homework is used effectively. Spellings learned at home are checked and sometimes homework is used well to consolidate and extend work completed in lessons.

The curriculum is broad and balanced and provision for pupils' spiritual, moral and social development is very good.

19. The curriculum for children under five is planned to meet the requirements of the desirable learning outcomes. The school makes good provision for those children under five who are capable of working at Key Stage 1 of the National Curriculum, with a good transition between the two.
20. Although the school rightly places considerable emphasis on literacy and numeracy, it attaches much importance to providing a broad and balanced curriculum. All pupils have a weekly "Circle Time", which effectively builds their personal development and has a positive impact on the excellent relationships found within the school. There is good provision for special educational needs and the school is continually reviewing and improving its target setting for pupils within their individual education plans. As they progress through the school, higher attainers are challenged well, enabling them to reach high standards by the time they leave.
21. A small number of parents were concerned about the apparent lack of visits to enrich the curriculum. Pupils take the opportunities to make curriculum-related visits, such as Bristol Zoo, Worcester Commandery, a Victorian classroom, a mosque and synagogue, and to an arboretum, amongst a good range of other venues. As the school is in a small village and in a rural area, these visits help them to form their views of the wider world effectively and enhance the curriculum to good effect. Pupils in Year 6 have the opportunity to take part in a residential activity visit, and this is the first time away from their parents for some pupils. A wide range of visitors into school effectively enriches a range of subjects, including science, drama, design and technology, art and music. A good range of visits and visitors effectively enriches the curriculum and develops pupils' perception of the outside world well. For a school of its size, extra-curricular activities, particularly sport and music, are very well provided for with a good number of pupils attending.

- Parents provide invaluable assistance in this respect.
22. There is very good provision for pupils' personal development. This is because the school is a welcoming and friendly community with a wide range of opportunities for pupils to form excellent relationships. The school is regarded and treated by staff, pupils and parents as a family unit where young pupils mix with older ones and are looked after and helped by them. Pupils' spontaneous respect and care for each other is impressive, both in school and on the playground. Staff, parents and pupils could not recall any incidents of inappropriate behaviour or oppressive attitudes in their time there. Such are the high moral and social standards of the school.
23. Provision for pupils' spiritual development is very good. Times such as "Circle Time" offer opportunities to enable pupils to reflect on their lives and those of others. This also happens in assemblies, when pupils reflect by looking into the light of a burning candle. A particularly good example of this was seen, when all pupils reflected on pupils' achievement in the weekly commendations' assembly. Lessons such as music create very good opportunities for pupils to reflect on the Passion and of the events of Holy Week. They are encouraged to think about how Christ felt when he was arrested after the Last Supper and effectively capture the mood in their musical composition and performance.
24. Provision for pupils' moral development is very good. In class, pupils are encouraged to consider the effect of their actions on others and to moderate their behaviour accordingly. Although behaviour is very good and no major breaches of the schools' code of conduct were seen, they are taught to consider such things as how talking too loudly may affect the concentration of other pupils. Opportunities for pupils to develop their social skills are very good. There is a wide range of opportunities provided, such as looking after younger pupils, keeping high standards of cleanliness and hygiene in the dining hall and serving puddings. These all add to the social cohesion of the school. Pupils relate very well to each other. Eating lunch with pupils is a pleasant experience with good levels of conversation within a calm atmosphere. This standard is also reflected on the playgrounds, where pupils play with other pupils of different ages and care for each other well.
25. Good opportunities are provided throughout the school for pupils to develop their cultural education. In addition to opportunities in religious education, pupils study how climate affects the culture of other people in different regions of the world. Pupils gain an awareness of a wide range of music from other cultures and of different composers in music lessons and at school assemblies.

The school shows very good levels of care for pupils.

26. In the last inspection the school pupils' welfare and guidance was a strength of the school. The quality of care is still very good and remains a strength. The school provides effective support and advice for all pupils, and is successful in promoting the health, safety and general well being of pupils and each of these aspects is very good. Procedures for supporting the development of individual pupils both academically and personally are very good and contribute positively to the standards attained. There are very good assessment processes in place and teachers use these well to ensure that each pupil is given work at an appropriate level and that they make the best possible progress. All the teachers and support staff know the pupils well, and they have developed a safe, supportive and caring environment for the pupils. Attendance is very effectively monitored and promotes good levels. The procedures for child protection are very good. The headteacher is the named responsible person. She is well trained and ensures that all adults working with pupils are aware of the procedures. The staff and governors carry out regular risk assessments and potentially dangerous equipment is checked at least annually.

The leadership and management of the school are very good and the school is very efficiently run.

27. The headteacher has a very clear vision regarding the development of the school that is and clearly communicated to and shared by all members of staff and governors. Together they are committed to improving provision constantly and raising standards. Their commitment to seeking the highest possible achievement for pupils across a wide range of learning experiences, and the personal

development of all pupils, is of high importance. Governors, staff and parents express confidence in the leadership of the headteacher.

28. The headteacher and other staff with management responsibility work very well together to ensure effective provision and accurately identify the school's strengths and weaknesses. The headteacher rigorously monitors the performance of teaching staff and knows her staff well. She uses the outcomes of her observations effectively in continuously seeking the best quality teaching possible. She has a clear picture of where individual teachers' strengths and weaknesses lie, and she supports teachers' development effectively. Even though some teachers carry a heavy load of subject responsibility, curriculum co-ordinators in development priority subjects have the opportunity to monitor planning and some observe teaching. It is notable that a small number of people fulfil a wide range of responsibilities well. This is effective in maintaining standards.
29. The school is constantly seeking ways to improve provision and in organising the school in the best ways possible for the benefit of all pupils. The changing number of pupils in each year group from year to year means that the school has to constantly revise and review the composition of classes and place teachers where their skills can be best used. Their strengths, such as class management or behaviour management skills, for example, are used effectively and matched to the specific needs of different classes. There are effective policies, which are regularly reviewed to ensure that they are still relevant to the school's needs in light of new national and school requirements. The headteacher, governors and staff consider all aspects of new and ongoing initiatives in great detail, seeking the best solutions and developments possible and ensuring that the operations of the school remain appropriate and relevant.
30. Members of the governing body are fully involved in both strategic planning and in the daily life of the school. They are fully involved in policy making, and working parties are responsible for reviewing old and drawing up draft new policies. This process also involves staff. The school is small and staff work very closely together. This ensures that all contribute to the development of the school. Governors are well aware of the school's strengths and concerns, and make a full and active contribution in establishing the way forward for the school and its subsequent development. They have high levels of personal involvement and professional expertise. They are conscientious and well organised and fulfil their statutory responsibilities well, including the setting of relevant and clear performance criteria for the work of the headteacher. Governors think highly of the headteacher and work well with her.
31. The financial management of the school is very effective and care is taken to ensure that the limited amount of money available is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan. These are costed carefully and spending is carefully monitored throughout the year. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major investments and these are carefully analysed before agreement. The reserve funds of around ten percent of the have been accumulated with the specific intention of completing planned maintenance to the school. The school also looks carefully at the impact on standards of their financial commitments to ensure value for money is achieved.

WHAT COULD BE IMPROVED

The way pupils present their work does not always sufficiently reflect their capability or the high standards achieved.

32. The presentation of pupils' work is sometimes unsatisfactory and can be improved. It does not do full justice to the capability of the pupils or the high standards they achieve by the time they leave. It may also give parents an unfavourable impression of standards. Pupils present their work generally satisfactorily in exercise books, but topic work, that is presented on file paper is often disorganised and untidy. Existing good practice in some subjects should be used as a benchmark for all, ensuring that all pupils present their work as carefully and as accurately as they are able. The presentation of pupils' displays in both public areas and classrooms is good and complements

standards well.

Some members of staff have too many curriculum responsibilities.

33. Too few teachers carry the full range of curriculum responsibilities. In addition to her management and teaching responsibilities, the headteacher also has five other curriculum areas to oversee. The other two full time teachers have four and two subject responsibilities and other part-time teachers also have subject responsibilities. Because the other member of staff is newly qualified, the school has decided that it is inappropriate to give subject responsibility at this stage. The headteacher and governors are aware of this concern and have plans to allocate the responsibilities more evenly.

The accommodation is unsatisfactory.

34. The accommodation is inadequate for the school's needs. The hall is under considerable pressure. It is currently used as a classroom in the mornings and the teacher has to set out desks, chairs and effectively create a classroom each day in addition to her normal daily preparation. It is used for full school assemblies, as a dining room and for physical education lessons. This multi-use means that physical education lessons have to be timetabled always and there is little room for flexibility. Physical education equipment has to be stored in the hall, alongside the classroom furniture and the piano and teacher's desk. This significantly reduces the space available for physical education lessons. All accommodation is detached. There is the school hall building and two other blocks housing three classrooms, office and staff accommodation. In all weather conditions pupils have to walk, often in sports clothes, between the hall and their classroom. Although the outside accommodation is good, drainage is sometimes ineffective. During the inspection, large puddles formed at the end of the pathway onto the playground and pupils and staff were not able to use the path.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To take the school forward and build upon its present good quality, the staff and governors should include the following key issues for action in its development planning:

1. Improve the quality in presentation of pupils' work so that it more accurately reflects the standards achieved and pupils' capabilities by:
 - Encouraging pupils to take a greater pride in the presentation of their work;
 - Ensuring that they pay greater attention to detail;
 - Developing pupils' independent skill of presentation and in illustrating their work.(Paragraphs 5, 16, 32)
2. Review the responsibilities of all teachers to ensure that curriculum areas are re-allocated.
(Paragraphs 28, 33)
3. Seek ways to address the shortcomings and difficulties created by the poor quality and inadequacy of the accommodation.
(Paragraphs 31, 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	9	2	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils eligible for free school meals	1
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.3

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	4	10	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	9	9	10
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	9	10	10
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	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	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	7	6	7
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (64)	91 (91)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	6	6	7
	Total	10	10	11

Percentage of pupils at NC level 4 or above	School	91 (64)	91 (91)	100 (91)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	103
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	18

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

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.

Financial information

Financial year	1998/99
	£
Total income	155816
Total expenditure	153405
Expenditure per pupil	1649
Balance brought forward from previous year	13978
Balance carried forward to next year	16389

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	5	1	0
My child is making good progress in school.	53	46	1	0	0
Behaviour in the school is good.	53	45	0	1	1
My child gets the right amount of work to do at home.	38	49	11	1	1
The teaching is good.	59	34	0	0	7
I am kept well informed about how my child is getting on.	41	49	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	37	9	0	1
The school expects my child to work hard and achieve his or her best.	74	20	1	0	5
The school works closely with parents.	41	49	8	1	1
The school is well led and managed.	43	54	1	1	1
The school is helping my child become mature and responsible.	53	37	2	0	8
The school provides an interesting range of activities outside lessons.	31	54	7	1	7