

INSPECTION REPORT

RAUCEBY CE PRIMARY SCHOOL

North Rauceby, Sleaford

LEA area: Lincolnshire

Unique reference number: 120669

Headteacher: Mr J Peasnall

Reporting inspector: Mrs R J Andrew
OFSTED Inspector No: 21460

Dates of inspection: 12 -14 June 2000

Inspection number: 186811

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Tom Lane North Rauceby Sleaford Lincs
Postcode:	NG34 8QW
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Stephen Swift
Date of previous inspection:	5 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rauceby School is a rural primary school with Church of England foundation status. There are currently 181 pupils on the school's roll. The proportion of pupils from ethnic minority backgrounds is very low and all the pupils have English as their first language. The school is smaller than the average primary school. It is oversubscribed and the parents of 90 per cent of the pupils choose to send them from outside the catchment area. The proportion of pupils on the school's register of special educational needs, at 12.6 per cent, is below average. Pupils with statements of special educational needs represent 2.7 per cent of the school's intake and this is above average. These pupils have a wide range of needs including physical, learning, social and behavioural needs. The socio-economic backgrounds of many of the pupils are favourable and the number eligible for free school meals is well below average. The school's assessment of pupils on admission to the reception class indicates that attainment is above average.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. By the time they leave the school, pupils achieve high standards in many aspects of their education. Teaching and learning are good in a wide range of subjects. The school is well led and managed and provides good value for money from the high levels of funding. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- By the time they leave the school the pupils attain very high standards in English, mathematics and science.
- Overall, teaching is good and this leads to good progress.
- The headteacher's strong leadership ensures that the school moves forward.
- The provision and quality of support for pupils with special educational needs are very good and enable them to flourish.
- Pupils have positive attitudes to school. They are keen to learn, work hard and develop a good sense of responsibility by the time they leave the school.

What could be improved

- The effectiveness of monitoring to identify strengths and weaknesses in teaching and learning.
- Pupils' ability to use and apply their mathematical skills in real-life situations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvements made since the school was last inspected in February 1996 have been sufficient to maintain the high standards achieved by the pupils. The achievements of higher-attaining pupils have improved substantially. There have been significant developments in the school's use of information technology that have improved pupils' learning in many subjects. The provision for pupils with special educational needs has improved further, ensuring that these pupils make good and often very good progress. Teachers' lesson planning has improved and their use of assessment to set individual targets contributes substantially to pupils' achievements. Although there have been satisfactory improvements on issues identified at the last inspection, some weaknesses remain in management systems. For example, although monitoring and evaluating the work of the school, especially teaching and learning, have been effective in identifying some important weaknesses, they remain limited in scope. The health and safety issues identified have been resolved. The commitment of the staff under the guidance of the headteacher indicates strongly that the school has the capacity to maintain its high standards and to improve where there is need.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A*	A*	A*	well above average A
Mathematics	A	A*	A*	A*	above average B
Science	B	A	A*	A	average C
					below average D
					well below average E

Most five year olds in the current reception class achieve beyond what is normally expected for their age in language, literacy and numeracy. At seven years of age, standards are very high in reading and mathematics and above average in writing. Evidence from the inspection indicates that standards of writing have improved since last year but a few higher attaining pupils could still achieve more in writing and mathematics. Results indicate that by the age of eleven standards are very high in English, mathematics and science. The work pupils were doing during the inspection was of a similarly high standard and other work completed this year confirms this. Standards compare very favourably with those achieved by schools with pupils of similar backgrounds. The school's performance (A*) is in the highest five per cent of schools of this type. The performance of eleven year olds has been maintained over four years in English and mathematics and improved in science. The performance of seven year olds has improved. The school sets demanding targets but ensures that these are based on accurate information about the prior attainment of pupils in the year group. As a result of the relatively small number of pupils in each year group standards may vary slightly from year to year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. Pupils of all ability engage in conversation about their work and answer questions confidently. They work hard and show good levels of interest in their learning.
Behaviour, in and out of classrooms	Most pupils behave well in lessons and around the school. A few show poor levels of concentration in some lessons. This affects the progress of these pupils adversely but rarely distracts others.
Personal development and relationships	Relationships between adults and pupils and between the pupils themselves are very good. Older pupils are given substantial responsibilities that develop their social skills and levels of confidence. Occasionally pupils rely too heavily on teachers and support staff to perform organisational tasks for them. This inhibits the growth of independence.
Attendance	Very high in comparison with other schools. Unauthorised absence is below the national average.

TEACHING AND LEARNING

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

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

The teaching of English, including reading and writing skills, and of mathematics, especially numeracy skills, is consistently good for pupils in the reception class and throughout Key Stage 1. Whilst remaining good overall, it is more variable in Key Stage 2. In a few lessons in Key Stage 2, there were examples of very good teaching. The teachers' enthusiasm and subject knowledge led to substantial developments in pupils' understanding. There were also a few lessons where, although the teaching was satisfactory overall, lapses in the pupils' concentration went unchecked for too long, the pace was slow in parts of the lesson and pupils' progress suffered as a result. One experienced and highly regarded teacher in Key Stage 2 was absent during the inspection. There was clear evidence of very good teaching in the sample of pupils' completed work from this class. Teachers in both key stages plan work that meets the needs of most of the pupils in the class. This careful planning and well-focused support from teachers and support assistants ensure that in most lessons pupils of all abilities, including those with special educational needs, make good progress. The work in mathematics in Key Stage 1, however, is not always sufficiently challenging to ensure that higher-attaining pupils make good gains in learning and achieve their best. Of the lessons observed during the inspection, 9 per cent were very good, 74 per cent good and 17 per cent satisfactory. No unsatisfactory teaching was observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum that is substantially enriched by visitors, activities beyond the classroom, visits and events.
Provision for pupils with special educational needs	This is very good. The quality and level of support contribute strongly to pupils' good progress. The work is well matched to individual needs and progress is reviewed regularly. The achievements of these pupils are creditable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good examples of staff, clear expectations of conduct and the value shown for individuals help pupils to develop a mature understanding of their moral and social responsibilities. There are good opportunities for cultural development, especially through art and history and the growing emphasis on music. The multi-cultural development of pupils' learning is not as strong. Sound provision is made for spiritual development.
How well the school cares for its pupils	The school provides a good level of care for its pupils. Procedures for the reporting of accidents, of concern to some parents, have been improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is strong and ensures the commitment of his staff. The senior management team works together closely and is effective in ensuring school improvement. Opportunities for subject leaders to use their expertise to identify strengths and weaknesses in teaching and learning, other than in English, mathematics and information technology, are few.
How well the governors fulfil their responsibilities	The governors generally fulfil their responsibilities well. They provide valuable support for the headteacher. They are aware of the principles of securing best value and apply them effectively.
The school's evaluation of its performance	The school makes very good use of assessment information to identify strengths, weaknesses and trends. The governing body has an accurate overall view of the school's work but does not take a lead in evaluating what works well and why.
The strategic use of resources	Very good use is made of teachers, support staff, resources and funds to benefit the pupils. For example, the appointment of a sports co-ordinator to manage practices, matches and equipment has led to improvements in pupils' skills and opportunities.

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 school • Children make good progress • Behaviour is good • The teaching is good • The school expects children to work hard and achieve 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"> • More regular information about how children are getting on • A closer working relationship between the school and parents • A wider range of activities outside lessons • Some parents feel uncomfortable about approaching the school with questions or problems

Inspectors agree with parents' strongly positive views of the school. There is insufficient evidence to comment on their concerns other than to comment that information supplied about how pupils are getting on is at least as good as in most schools. The arrangements made for parents to discuss pupils' work and the twice-yearly report are sufficient to keep parents well informed about their children. Likewise the range of extra-curricular activities compares favourably with most other schools. It is the school's policy to reserve these activities for older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school pupils attain very high standards in English, mathematics and science.

1. The pupils achieve very high standards in their National Curriculum tests at the end of Key Stage 2.
2. In the reception class the pupils enjoy stories and concentrate well when they share books or read independently in the book corner. Pupils are encouraged to think about how the story unfolds and what might happen next. Reading skills are taught well throughout the school and pupils quickly become fluent. For example, when reading together a story about a duck, pupils in Year 1 adapted their voices in response to speech marks because they recognised that the duck is talking! Standards are very high by the end of Key Stage 1 and are maintained through Key Stage 2. In Year 6, pupils discussed the style of writing when they had listened to the opening chapter of *The Iron Man*. They showed a keen sense of understanding of the text when they said that the sentences were deliberately short to build an atmosphere of suspense. They asked if Ted Hughes' prose writing was influenced by his skill as a poet, relating their comments to other stories and poetry they know.
3. Basic writing skills are taught well in Key Stage 1. Good foundations are in place by the end of Year 2. Pupils have mastered basic spelling, punctuation and handwriting skills and use them well to write their own news, stories, instructions, and poetry. Pupils make particularly good progress in writing at Key Stage 2. In a history lesson in Year 4, pupils wrote with sufficient speed and fluency to be able to make notes for later use. This good progress continues through Year 5 as pupils develop their ability to write in different forms and for a range of purposes. In Year 6 pupils are able to adapt their style to suit different forms of writing. They experiment with adventurous vocabulary in descriptive writing, construct arguments in formal letters and write concise factual reports. Their writing is interesting and inventive and many able writers are already establishing a distinctive voice.
4. The good opportunities made in lessons in many subjects of the curriculum for discussion, reflection, evaluation and explanation contribute strongly to the high standards of pupils' spoken language skills and to the quality of their writing. Reading and writing are used effectively to support learning across the curriculum. Pupils of all ages read for pleasure. Older pupils read to gather information for classroom work and when pursuing their own interests.
5. In mathematics lessons, pupils in reception order numbers to 20 confidently. They explain why they have placed some missing numbers in certain positions. For example, they explain that they know that six "comes after five but before seven". They identify which is the highest number in the set and how many numbers there are all together. Some higher-attaining pupils do this without counting, using their growing recognition of pattern. One five year old explained, "First of all I thought there were six because I spotted two lots of three but now I can see that there are eight because it's four and four". Another commented that a space was needed because 16 did not go next to 18 and that 17 was missing. Pupils in Year 1 build on this recognition of pattern to explain which numbers are even and which are odd. They are beginning to recognise the pattern of doubles. Standards are very high in number work by the end of Year 2. Pupils make good progress through Key Stage 2. The work is demanding and matched to the needs of different groups. Much of the work is book-based but older pupils, in particular, benefit from skilful interventions by their teachers to explain different aspects of the work and to deal with misconceptions. By the end of Key Stage 2 standards are very high in number, shape and space and high in data handling. For example, pupils can handle large numbers with ease and do complex calculations accurately and quickly. They recognise congruent shapes, measure and draw angles accurately and identify all the symmetries of two-dimensional shapes. They understand mode and median, draw and interpret a range of graphs and frequency diagrams.
6. Pupils in Year 6 show good levels of scientific skills when investigating solutions and show an awareness of fair testing, including how to alter one variable without affecting others. They

recognise that some changes that take place are reversible and others are not. They suggest how some mixtures could be separated using their knowledge of previous work on evaporation and condensation. Many pupils make confident predictions and successfully devise their own recording systems. There are good examples, on display in the library, of pupils' investigative work in the school environment. For example, Pupils in Year 2 are building up their knowledge of different habitats, currently studying the school pond.

Overall, teaching is good and this leads to good progress.

7. The teachers' good subject knowledge enables them to identify those skills that are important to pupils' learning and to give thorough explanations. In a history lesson, for example, the teacher in Year 4 used a wide range of texts from a variety of sources to enable pupils to decide which would be the best to help them to answer questions about the Tudor monarchy. They discussed which were fact and which opinion and how to tell the difference. Similarly in Year 3, the teacher prepared the class well for the talk by a former evacuee about her experiences during World War II. This enabled them to ask pertinent questions, to consider first-hand accounts as a source of evidence and to compare information from different sources. In mathematics in Year 4, the careful teaching of strategies for calculation enabled pupils to transfer their skills without difficulty to more complex division of numbers.
8. Early skills in literacy and numeracy are taught well to pupils in Key Stage 1. In the reception class the pupils are taught letter sounds thoroughly. They are also taught other strategies to help them when word-building skills are not useful. They consider with the teacher what might happen next and use picture clues to help them. They listen carefully to the words they read, consider whether they make sense and check and correct their reading if they do not.
9. Teachers' assessments of what pupils know, understand and can do help them to make informed decisions about the next steps in learning. As a result the work builds carefully on earlier learning and ensures that pupils make good progress. More advanced reading skills are taught as pupils move to Year 1 and 2, to build on those they have learnt in reception. For example, pupils in Year 1 learn that the words in some stories follow a pattern. They recognise repeated phrases and learn how rhyme is used. In Year 2, they consider the difference between fiction and information texts and how the contents, index, and glossary help the reader to gain information quickly from the text.
10. Teachers' informal assessments made as pupils work, successfully identify individuals or groups requiring extra help with new learning and enable the teachers to deal with misconceptions. In Year 6, the teacher's regular discussions with pupils about the quality of their completed work helps them to identify areas of weakness and leads to improvements in subsequent work. Pupils are gaining useful insights into their own learning. One pupil commented that when he works on a piece of timed writing he notices his handwriting and spelling "goes to pot"! Another realises that although she had used lots of interesting vocabulary in setting the scene for her story, character development was "a bit thin".
11. Teachers' knowledge of pupils' learning also helps them to structure groups effectively to ensure that pupils make the best possible gains in learning. Groups are arranged in different ways for different subjects and the level of challenge enables pupils to work productively, at a good pace, and to make good progress.
12. When teachers work together to make assessments of pupils' learning and progress through the school, they identify areas of relative weakness that lead to important improvements. For example, although reading standards are very high throughout the school, teachers identified that some pupils were relying too heavily on word building and were not able to draw on a range of skills. They have made changes to their planning as a result. Similarly, they identified that pupils' writing skills were not developing as quickly as they should and as a result standards in writing were not as high as in reading, particularly in Key Stage 1. The emphasis given this year to the development of writing skills and the provision of more time for putting them into practice has been influential in raising standards, especially for higher-attaining pupils in Key Stage 1.

13. Teachers have high expectations of what pupils can achieve and provide demanding work to move the learning on. This has been especially influential in the improvements seen since the last inspection in the standards of attainment and levels of achievement of higher-attaining pupils, especially at Key Stage 2. The able pupils' programme has made a significant contribution to standards in English. Pupils enjoy the challenge and talk perceptively and enthusiastically about their work.
14. Teachers ask searching questions and provide good opportunities for pupils to discuss the work, explain their learning, to reflect on key points and to communicate to others what they have learned. This extends pupils' thinking and develops their understanding. It is evident throughout the school, becoming a regular feature of the teaching and learning for older pupils in Key Stage 2. In Year 5, for example, the pupils used the Powerpoint program on the computer to make a presentation of their work in science for the rest of the class. In addition to extending their skills in information technology it helped them to develop their scientific understanding.
15. Teachers have good relationships with their pupils and generally manage their classes well. This leads to a calm atmosphere in the reception class, for example, where pupils move about confidently, take turns in conversation and listen well to each other. Pupils in Year 1 responded well in physical education to the clear expectations for behaviour in an outdoor lesson in windy conditions. They gathered together quickly to listen to instructions and moved about sensibly. In a science lesson in Year 6, the teacher's management of the pupils was unobtrusive but at the same time ensured that at intervals during their investigation of mixtures and solutions they responded quickly to the signal to stop work and listen. This allowed important teaching points to be made and the pace of the lesson maintained. The good relationships contribute to pupils' confidence in asking and answering questions. They know that their contributions will be valued. Teachers and support assistants praise pupils when they work hard and encourage them to take the next steps.
16. Teachers work well with learning support assistants to plan the work for individuals and groups. Learning support assistants enable a high level of support to be given. They are deployed effectively to lessons where this is crucial to successful outcomes, for example when younger pupils are developing handwriting skills, and during practical mathematics and pond-dipping investigations in Year 2. They record the progress that groups and individuals make, help teachers to assess pupils' understanding and discuss with them what the next steps in learning should be. Whether working with pupils within the class or elsewhere, they ensure that the pupils concentrate on the targets set for that session. The quality of their work contributes strongly to the good progress that pupils make.

The headteacher's strong leadership ensures that the school moves forward.

17. The headteacher successfully communicates his vision for the school. The governors, staff and parents understand that the school aims to develop well-rounded pupils who give of their best and whose achievements match their abilities. Parents are strongly supportive, the governors assist the headteacher effectively in the management of the school and the commitment and hard work of the staff are greatly beneficial. This partnership plays an important part in the success of the school and its reputation in the community and beyond.
18. Relationships within this partnership are very good. Teachers and support staff know that their skills, efforts and opinions are valued and this helps to maintain high levels of commitment. Governors give generously of their time and expertise and parents contribute substantially through the "Rauceby Gift" to the funds available to the school. Many parents travel considerable distances to bring their children to school and in doing so show their confidence in its work.
19. The headteacher draws effectively on the expertise of senior colleagues and in so doing moves the school forward in response to those areas identified for improvement. The assessment of pupils' work and the analysis of assessments and test results inform the identification of priorities. The information gained is also used to set targets. Teachers track progress towards them. In response to concerns about the performance of the higher-attaining

pupils the school has introduced an able pupils' programme. This is linked to a national initiative, has enriched the curriculum for these pupils and improved their achievements in English. Information technology has improved substantially since the last inspection. The subject co-ordinator's expertise has contributed strongly to this. Improvements have been made to the quality of pupils' writing. Again the subject co-ordinator has been influential. The twice yearly scrutiny of each pupil's writing has led to teachers' growing understanding of how pupils' work develops, the skills required to attain each National Curriculum level and strategies that are successful in helping pupils to improve.

20. The headteacher has successfully introduced substantial changes to the school over several years. He has worked well with his deputy and has been able to rely on the expertise and support of governors for his initiatives. This is most evident in the extent to which the school has grown and in improvements to buildings, the school grounds and resources.
21. The headteacher's skill as a classroom teacher and his love of teaching lie at the heart of his influence in the school. He leads by example. As a result teachers have confidence in his judgements and he is able to share his insights and understanding of the attributes of good teaching with colleagues. His enthusiasm inspires teachers.

The provision and quality of support for pupils with special educational needs are very good and enable them to flourish.

22. The school's admission policy and its success in responding to the needs of individual pupils have enabled a number of pupils with statements of special educational need to join the school. Most of these, like the majority of other admissions, are from outside the catchment area. As a proportion of the total intake the number of statemented pupils is higher than in other schools nationally. A wide range of needs is represented within this group and among other pupils on the school's special educational needs register. The school approaches these needs confidently and is successful in responding to each individual pupil, securing improvements in behaviour and social skills where these are identified as a target for improvement and good gains in learning for all these pupils. Access to the full curriculum and the opportunity to benefit from it are assured by the good levels and wide range of support these pupils receive. A programme of daily physiotherapy, for example, as well as improving one pupil's muscle tone enables him to gain more from physical education lessons. Another pupil has organisational prompts displayed to enable him to begin work quickly. Support assistants also go over homework requirements and check its completion to enable pupils to gain more benefit from work done in class.
23. The special educational needs co-ordinator oversees the programme very effectively. Pupils' needs are identified early and individual education plans are drawn up to address the most pressing areas of need. They are detailed and realistic. They are reviewed regularly and the pupils' progress is tracked towards the targets set for them. Parents of these pupils are involved and supportive and express strong approval for the work undertaken.
24. The level of support and its quality are high. Learning support assistants have received appropriate training and work closely with teachers. There are good links with outside agencies where necessary. The aims of the school apply equally to all pupils. These pupils are valued for the contributions they make to the school, their attitudes to school and for the determination they show, which is often a good example to others. As they get older their views are taken into account when assessing future needs, for example on transfer to secondary school. Older pupils often show a mature appraisal of their difficulties and pride in their achievements.

25. Pupils with special educational needs make good and sometimes very good progress towards the targets set for them. Their achievements in terms of their prior learning are good.

Pupils have positive attitudes to school. They are keen to learn, work hard and develop a good sense of responsibility by the time they leave the school.

26. Attitudes to school are very good. Pupils are keen to ask questions, as demonstrated in a Year 3 history class about World War II, and listen well to the answers they are given. Pupils answer teachers' questions thoughtfully, demonstrating new learning well. From an early age they explain their mathematical thinking confidently. They know that teachers are interested in a range of different ways of working and that their answers will be useful in coming to a judgement about which methods are quickest. In the same way pupils in Years 4 and 6 show confidence in trying out different ideas in art. They learn what is most successful from their evaluations of their own and others' work.
27. Behaviour is good in lessons and around the school. Pupils can be trusted to work independently with little support while the teacher's concentration is on another group. Older pupils are trusted to work in another part of the building, as seen, for example, when they were composing a piece of music to accompany a dramatised version of The Iron Man. They show that they can work productively without supervision.
28. Pupils work well in pairs and small groups in many classes and in a range of subjects. They learn to co-operate in physical education, science, drama and some aspects of mathematics, for example. They develop collaborative skills as they get older. Pupils in Year 6 showed good levels of teamwork when they make decisions about their own learning in a geography lesson. They appointed a leader and delegated different tasks, such as finding information on the Internet, preparing a covering letter and drafting different sections of a holiday brochure.
29. All pupils take a part in presenting class assemblies to an audience of children and parents. During the inspection, pupils in the reception class showed that they have already gained sufficient confidence to do this. There are further opportunities throughout the school for pupils to carry out small tasks within and beyond the classroom. By the time pupils leave the school they have benefited from opportunities to be duty seniors, to greet visitors, undertake organisational tasks and organise play activities as playtime partners. Their involvement in a wide range of extra-curricular activities develops a sense of sportsmanship and an interest in the wider world. They leave the school well prepared to make the transition to secondary school.

WHAT COULD BE IMPROVED

The effectiveness of monitoring to identify strengths and weaknesses in teaching and learning.

30. The staff work well as a team and share ideas and strategies. They have worked together successfully to improve areas of weakness. These have usually been identified through the assessment of pupils' work. The headteacher carries out some monitoring of teaching and has worked alongside teachers to develop their skills. He has a good overview of the strengths and weaknesses of his teaching team as a whole. However, his own teaching commitment is such that monitoring is too general and infrequent to reveal more subtle differences in teaching quality in different classes. These have important implications for the quality of pupils' learning.
31. For example, the way in which different teachers manage pupils' independent work varies from class to class. Most teachers ensure that the majority of pupils work productively without direct supervision so that concentrated teaching can take place with one or more groups and pupils can make the maximum progress possible. They use their knowledge of how well individuals concentrate and apply themselves to group pupils effectively. They make skilled judgements about when and how to intervene to keep pupils' concentration levels high. Not all teachers do this successfully, however. The pace of learning slows when too much time is spent on

managing the behaviour of different groups, too many unnecessary interruptions occur and the potential for focused teaching with a particular group is not realised. The very quiet approach of several teachers has a significant impact on levels of noise in the room. In these classes there is an atmosphere of calm that is conducive to concentration.

32. The teachers' management of time varies. At its best it ensures that different elements of the lesson are given sufficient time to be productive, while responding to the pupils' needs and questions as they arise. Sometimes teachers allow themselves to be deflected by relatively unimportant issues and valuable parts of the lesson are rushed. The impact of this is most often to be seen in the plenary session, when teachers draw the pupils together at the end of the lesson. Where this is most successful there is sufficient time to check pupils' understanding of what they have learned to deal with misconceptions, to assess what the next steps should be and to spark pupils' interest in future learning. Sometimes the plenary session allows pupils to explain to others what they have learned, so consolidating their understanding. At times this part of the lesson is rushed and the full impact of the earlier teaching and learning on pupils' progress is not realised.
33. Following the introduction of the National Literacy and Numeracy Strategies, occasional monitoring by subject co-ordinators is proving effective in English and mathematics in dealing with initial difficulties. The information technology co-ordinator is leading substantial developments in this subject. There are few opportunities in other subjects, however, for subject co-ordinators to influence standards by monitoring the quality of teaching and learning and identifying what does or does not work well in lessons.

Pupils' ability to use and apply their mathematical skills in real-life situations.

34. Standards in mathematics are very high, indicating that pupils' mathematical skills are developed well. Teachers use a published scheme to provide practice in using new skills. As the National Numeracy Strategy is introduced, these are supplemented with other materials as appropriate. The range of work covers number, shape and space and data handling skills effectively. Mental mathematics is given appropriate attention in both key stages and in Key Stage 1, where the National Numeracy Strategy has been introduced, the mental starter to each lesson is successful in developing pupils' thinking skills.
35. Published schemes and some teachers' own materials provide opportunities for pupils to apply their skills in investigations and solving problems. However, most of this activity is book-based and gives too few opportunities for pupils to extend their understanding through using mathematics in real-life situations and to make the subject more lively, relevant and interesting. It does not provide sufficient occasions for pupils to make decisions about how to tackle problems, the resources they will need, which particular methods and skills they will employ and how they will organise and record the work. This is done successfully in investigative work in science and adds substantially to pupils' understanding. Most pupils concentrate well in mathematics lessons and make good progress but there are occasions when pupils find it dull, their response lacks a sense of purpose and progress is slow.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. In order to improve the quality of teaching further and to build on the already very high standards, the school should now:-
 - (1) identify more clearly, through the monitoring process, the impact of strengths and weaknesses in teaching by:-
 - agreeing a more systematic and regular monitoring timetable; (see paragraph 30)

- providing more opportunities for subject leaders to monitor teaching and learning in their own subjects; (see paragraph 33)
 - focusing on pupils' progress; (see paragraphs 31 and 32)
- (2) ensure that teachers build into their medium-term and lesson planning more opportunities for pupils to use their mathematical skills in a real-life context. (see paragraph 35)

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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	74	17	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	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		181
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		24

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	11
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	3.0
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	12	12	12
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (92)	100 (92)
	National	82 (81)	83 (82)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	12	12	12
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (92)	100 (92)
	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	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	12	12	12
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	96 (96)	96 (96)	96 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	13	13	13
	Total	25	25	25
Percentage of pupils at NC level 4 or above	School	100 (96)	100 (96)	100 (100)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
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)	7
Number of pupils per qualified teacher	24.8:1
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	160.25

FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	338,252
Total expenditure	348,242
Expenditure per pupil	1,990
Balance brought forward from previous year	25,290
Balance carried forward to next year	15,300

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	68	30	0	2	0
My child gets the right amount of work to do at home.	47	45	6	2	1
The teaching is good.	72	26	0	0	2
I am kept well informed about how my child is getting on.	44	42	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	23	8	2	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	45	43	11	0	2
The school is well led and managed.	86	12	1	0	1
The school is helping my child become mature and responsible.	81	18	1	0	1
The school provides an interesting range of activities outside lessons.	42	37	8	2	11

Other issues raised by parents

Some parents expressed concerns about the intimidating behaviour of a small number of younger pupils outside lessons, especially at dinner times. The playtime partner scheme ensures that pupils are now better occupied. Although the levels of supervision at lunch time is lower than in most schools, the inspection team found no evidence to support these concerns. Younger pupils can withdraw to separate areas if play is too boisterous. Some parents are concerned about the reporting of accidents. Procedures have now been tightened up and all head injuries are reported in writing.