

INSPECTION REPORT

MEMBURY COMMUNITY SCHOOL

Membury, Nr Axminster

LEA area: Devon

Unique reference number: 113101

Headteacher: Mrs T C Weatherley

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 5th – 6th March 2001

Inspection number: 187631

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Membury
Nr Axminster
Devon

Postcode: EX13 7AF

Telephone number: 01404 881491

Appropriate authority: The governing body

Name of chair of governors: Mrs S Dugdale

Date of previous inspection: 29th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Membury Community Primary School is a very small rural school serving several villages on the outskirts of Axminster in East Devon. There are currently 19 pupils on roll aged between five and eleven years, taught in two classes and with slightly more boys than girls. All pupils are of white European heritage and one pupil speaks English as an additional language. At the time of the inspection, there was one child in the Foundation Stage. Children enter the school in the year in which they become five and arrive with a wide range of abilities, in line with the county average. There are no pupils who are eligible for free school meals and two pupils have been identified as needing additional support in their learning. This is below the national average. Since the previous inspection, there has been refurbishment of the accommodation. The number of pupils attending the school has decreased and since September 2000, a new teacher has been appointed in Key Stage 2.

HOW GOOD THE SCHOOL IS

The school has several strengths, particularly in giving care and developing pupils' positive attitudes to learning. Parents and pupils like the school. Children receive a good start in the Foundation class and are well prepared for the next stage of learning. By the age of eleven, standards are average in English and mathematics. Teaching is good in the Foundation Stage and Key Stage 1 and pupils achieve well. Staff work well together and, along with governors, they share a commitment to raising standards and improving the quality of education for all pupils. The cost to educate each pupil is very high and the school provides satisfactory value for money.

What the school does well

- The good teaching in Key Stage 1 results in pupils making good progress in English, mathematics and science at the age of seven.
- The co-operation between the headteacher, governors and staff ensures a very good ethos within the school.
- The pupils work hard; their behaviour is excellent and they get on very well with one another.
- Pupils have very good social skills and a strong sense of right and wrong.
- The partnership between school and parents is very good and parents support the school enthusiastically.
- Attendance is very good and well above the national average.

What could be improved

- Standards in science at the end of Key Stage 2 are below the level expected.
- Planning in Key Stage 2 does not always clearly identify what pupils of different ages and abilities will learn and do by the end of the sessions.
- The organisation of the timetable to ensure that all aspects of the statutory curriculum are taught.
- Outdoor provision for children in the Foundation Stage is inadequate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996 and since then, action has been taken on all of the key issues identified and some aspects have been dealt with appropriately.

- The school has established satisfactory procedures for monitoring the quality of teaching and learning in English and mathematics in both key stages. However, monitoring in other subjects is underdeveloped.
- The optional national schemes of work and the Cornish programmes of work have been adopted in most subject areas for use in the junior class. However these have not been adapted to meet the needs of all pupils. As a result, pupils are often given the same work regardless of age and ability in Key Stage 2.
- Assessment procedures have improved. However, in Key Stage 2, this information is not always used consistently in planning the next stage of learning and this leads to work which is not always well matched to the needs of pupils.
- Resources are now adequate to deliver all aspects of the curriculum.

Overall, there have been satisfactory improvements since the last inspection.

STANDARDS

The comparisons with all schools and similar schools are not made due to the small cohort size at the end of Key Stage 2. Over the past three years, pupils at the end of Year 6 have achieved standards well above average. Currently there are only three pupils in Year 6. The current cohort achieve average standards in line with their prior attainment.

Evidence from the inspection shows that the youngest children make a good start to school, so that by the end of the Foundation Stage, they exceed the standards expected in nearly all areas of learning. Their skills are less well developed in physical education because of the lack of large play equipment and outdoor facilities. At the end of Key Stage 1, most pupils attain standards above those expected in English, mathematics and science.

At the end of Key Stage 2, standards are at the level expected in English and mathematics but below the level expected in science. Current below average standards are because of the school's focus on literacy and numeracy and as a result, insufficient time is allocated to teaching the subject and the lack of coverage of all aspects of the statutory curriculum.

The school has set realistic but challenging targets in English and mathematics for 2001 based on what it knows of the prior attainment of pupils currently in Year 6. It is working hard to achieve them.

Pupils in Key Stage 1, including those with special educational needs and higher attainers, make good progress and achieve well. This is not the case in Key Stage 2, where the work set does not build on what the pupils already know, understand and can do.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils tackle their work with enthusiasm and work hard to improve their performance.
Behaviour, in and out of classrooms	Very good. Behaviour in and around the school and in the playground is calm and orderly. The school is free from bullying and aggressive behaviour; there have been no exclusions.
Personal development and relationships	Good. The personal development of pupils is good. They undertake a range of duties sensibly and with a mature attitude. Relationships between adults and pupils, and pupils themselves, are very good.
Attendance	Very good. This is above the national average and there are no unauthorised absences. The pupils are punctual, which ensures a brisk start to the day.

Pupils come to school prepared to work hard, and they do so. They settle well to work and persevere, even when they find the tasks set demanding. Pupils relate very well to one another and respond well to the very good example of respect and tolerance for others shown by their teachers and other adults in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
	Good	Good	Satisfactory

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

The quality of teaching is good in the Foundation Stage and Key Stage 1 and satisfactory in Key Stage 2. During the inspection, in all lessons observed, teaching was satisfactory or better and in 60 per cent of lessons, it was good. This is an improvement since the previous inspection when ten per cent of the overall teaching was judged to be unsatisfactory and just over half the lessons were good.

The basic skills of literacy and numeracy are well taught throughout the school. Teachers have a satisfactory understanding of the national strategies and most provide a good balance between whole-class and group activities. Discussions at the end of lessons are used well to review the main points and to consolidate learning. The strengths in the teaching include the way teachers manage pupils, ask questions and share learning intentions with pupils, have resources ready for use and demonstrate good subject knowledge.

Planning in literacy and numeracy sessions in Key Stage 1 is good and work meets the needs of all pupils. However, planning in Key Stage 2, where pupils from Year 3 to Year 6 are taught together, lacks sufficient detail. Short-term plans do not always clearly identify what pupils of different ages and abilities will know, understand and be able to do by the end of the lesson, nor give a clear indication of the levels that different groups of pupils should attain. As

a result, the same work is often set for all pupils and higher attainers are not always sufficiently challenged. This weakness in planning also means that it is difficult for teachers to evaluate the effectiveness of lessons with any rigour in terms of how much learning occurred and what needs to be taught next. Teachers in both key stages provide well for pupils with special educational needs and this impacts positively on their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad but not well balanced as not all aspects of science are taught in Key Stage 2. Good use is made of the local area. Extra-curricular activities, including French and links with other small schools, enhance the curriculum. The youngest children receive a good curriculum based on the areas of learning recommended for children of this age.
Provision for pupils with special educational needs	Good. Pupils who need extra support are identified early and their progress is carefully tracked in both key stages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral development is strong which has a good impact on the very good relationships in the school and the pupils' very good behaviour. Satisfactory provision is made for pupils' spiritual and cultural development. However, the opportunities provided for pupils' understanding of other cultures are limited.
How well the school cares for its pupils	Good care is provided. Staff know the pupils well and provide a caring and orderly environment. The procedures for ensuring the health, safety and welfare of pupils are good. The assessment of pupils' work at the end of units is good and data is thoroughly analysed.

The school has successfully adopted both the National Literacy and Numeracy Strategies which, whilst effective, mean that English and mathematics take over half the curriculum time. Consequently, some literacy and numeracy sessions are overlong and less time is available for other subjects. The school takes the greatest possible care of its pupils and supports their learning very well in Key Stage 1. The outdoor educational visit and links with other small schools support pupils' social development and learning in many areas of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, within the constraints of having teaching responsibilities, provides satisfactory leadership. She has a strong commitment to the success of the school.
How well the governors fulfil their responsibilities	Good. Governors make a significant contribution to the school, particularly in managing the finances and bringing improvements to the buildings. They have a secure understanding of the needs of the school. All statutory requirements are met.
The school's evaluation of its performance	There is regular self-evaluation taking place and the school then targets any weaknesses evident for improvement. Comparison is made with local schools to determine how well the school is performing.
The strategic use of resources	Good. The school makes good use of the resources available and expenditure is linked to priorities in the school development plan. Governors are fully aware of the importance of the number of pupils on roll and the school seeks to get best value in all its financial transactions.

The accommodation is adequate and although resources have improved since the earlier inspection, there are no large apparatus and wheeled toys for children who complete the Foundation Stage in Class 1. Plans are in hand to address this soon. The headteacher, staff and governing body are effective in identifying priorities for the school and working to address them. The governors make prudent financial decisions whenever they make large purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Individual worries about their children are dealt with well. • The helpfulness of teachers. • The good behaviour of pupils. • The school expects their children to work hard and achieve their best. • Children are set about the right amount of homework. • Parents are included in the life of the school. 	<ul style="list-style-type: none"> • Information about the work their children are going to do in class and when the different subjects are taught. • The number of pupils on roll.

Inspectors agree wholeheartedly with the parents' very positive views. They agree with parents about the limited information provided in advance about the curriculum and when different subjects are being taught. The school has plans in place to market itself in order to attract more pupils thereby raising the number of pupils who attend the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good teaching in Key Stage 1 results in pupils reaching good standards in English, mathematics and science at the age of seven.

1. Standards in English, mathematics and science at the end of Key Stage 1 are above the level expected and higher than at the time of the last inspection. The improvements are due to the implementation of the National Literacy and Numeracy Strategies, improved planning and the adoption of a scheme of work in science.
2. By the end of Year 2, pupils' listening skills are good and the skilled teaching ensures that pupils are very attentive and concentrate for long periods without losing interest. Nearly all pupils are confident, articulate speakers. After listening very carefully to stories, they understand what is read to them and join in discussions and answer questions with confidence. The teacher adjusts the questions sensitively to the wide age range and all pupils, including the Year R, are able to understand, clarify their ideas and explain themselves clearly. In reading, standards by the age of seven are above average and most pupils read fluently and accurately and tackle unknown words with confidence. The appropriate emphasis given to the teaching of letter sounds and the effective use of a wide range of texts have ensured good progress and enthusiastic learning. The teacher's own expressive reading, as shown when reading 'The Teddy Bear's Alphabet', provides a good model for the pupils. This is effective and all pupils are aware of how different styles of print, such as bold and capital letters, affect the way in which text is read. By the end of the key stage, most pupils understand the texts, referring to what they have read in order to explain and discuss the story 'Peace at Last'. Pupils understand the differences between fiction and non-fiction text and confidently explain what they can learn about a book from its cover, contents and blurb. Good progress is made in their writing skills throughout Key Stage 1 and by the time they are seven, they write fluently and expressively in a range of styles and for a range of purposes including lists, rhymes and poems and instructions for making a skeleton. Average and higher attaining pupils accurately use full stops, capital letters, exclamation marks, question marks and quotation marks to punctuate their writing of 'The Farm Rabbit' and letters to their friends about their holidays. They make good use of adjectives and rhyming words when writing poems about the rain for example,

*“ Raindrops dripping down the grass
It looks a bit like shiny brass.”*

3. By the end of the key stage, joined handwriting is developing well, with higher attaining pupils joining letters with consistency. Lower attaining pupils in Year 2, although less skilled in forming their letters, form their handwriting neatly and carefully. The progress made in spelling is good because of the emphasis on learning to spell the most frequently used words. Most Year 2 pupils can spell simple words accurately and spell unfamiliar words by sounding them out loud. Literacy skills are developed in other subjects such as religious education and history.
4. Standards in mathematics have risen since the last inspection and pupils achieve well in all areas of number work. There is an appropriate emphasis on numeracy, and the attention and lively teaching of mental and oral work at the start of each lesson develops the pupils' quick recall of number facts. As a result, by the end of Year 2, lower and average attaining pupils accurately add and subtract numbers to 20, whilst higher attaining pupils correctly add 54 + 53. When thinking mentally, pupils confidently make

good use of their acquired knowledge to help solve mathematical problems. For example, the pupils successfully used their understanding of adding two single-digit numbers, such as $4 + 3$ to help work out mental calculations of adding a single digit to a two-digit number such as: $14 + 3$, $24 + 3$, $34 + 3$ all the way to $94 + 3$. The teacher's use of the character 'Princess Addition' to interest and excite the pupils ensured effective learning as did the use of the individual white boards. The teacher also asked the pupils to explain how they have carried out a calculation. Pupils responded well to this and explained, some with encouragement, how they find the answer. By the end of Year 2, most pupils count sequentially and order numbers up to 100 with confidence and accuracy. Standards in other aspects of mathematics – shape, space and measures and handling data – are also above average. For example, higher and average attaining pupils readily identified the features of three-dimensional shapes such as pyramids, cuboids, cones and spheres. The recorded work shows that the oldest pupils have mastered the basics of standard units of measure and use their knowledge well to solve a variety of problems involving, for example, length and time. Most are developing their understanding and knowledge of shape well. For example, their understanding of simple fractions is good and pupils use a wide range of mathematical vocabulary, such as 'backward', 'forward', 'left turn' appropriately when describing directional turns.

5. In science, pupils make good progress through the school and steadily build up their knowledge in all of the required areas. This is largely due to careful planning and high expectations of work and behaviour. In Year 2, pupils are beginning to use scientific vocabulary with increasing confidence and understanding and make good progress in their investigative skills. They successfully plan simple experiments, make predictions about the likely outcomes of their tests and then review their results to check if they are reliable. All these elements are clearly shown when pupils investigate the properties of different materials. They understand that plastic is best suited for a rain hat because it is waterproof and that some materials are attracted to magnets and others are not. Pupils enthusiastically record the sounds they hear in the sports field and understand, at an appropriate level, that some materials allow sound to travel through them more easily than others when investigating whether the sound of an alarm clock travels easier through fabric or metal. They understand that pushing and pulling are examples of forces, and that twisting, squashing and bending are forces that can change the shape of objects. Recorded work shows that by the end of Year 2, the majority of pupils can make careful predictions, observations and records as part of their investigative work and are beginning to understand the concept of a fair test.
6. The quality of teaching in Key Stage 1 is good in English, mathematics and science and has improved since the previous inspection. The school's use of the National Literacy and Numeracy Strategies and the implementation of a commercial scheme of work in science have resulted in improved planning. The two teachers who share responsibilities for Key Stage 1 are confident about what they are teaching and are skilled at involving pupils of all abilities using well-focused questions and explanations. In the literacy session, they clearly enjoy imparting a love of books and reading. The pupils are managed well and both teachers have high expectations of good behaviour. Activities are well prepared, as seen in the science lessons where pupils were investigating the effect of forces on materials. Good use is made of end-of-session discussions to consolidate learning, assess progress and to offer opportunities for pupils to consider what they have learned. Pupils respond well to this and are relaxed and fluent. Resources are adequate for all three subjects, a better picture now than at the last inspection.

The co-operation between the headteacher, governors and staff ensures a very good ethos within the school.

7. The headteacher is strongly committed to the success of the school and has the confidence of the governors. She is keen to promote high academic standards as well as ensure good progress for all pupils during their time at the school. The introduction of supplementary tests in addition to the statutory ones, as well as individual pupil's record books to monitor pupils' progress and to establish individual pupil's targets, are good examples of this.
8. An informed and supportive group of governors contribute substantially to the effectiveness of the school and ensure that all statutory requirements are met. They have a good strategic view of the school's development and are fully involved in the process of planning and evaluating the success of different initiatives. Their understanding of their roles and responsibilities ensures that they keep themselves well informed about what is going on in the school. Where possible, they visit regularly to help in the work of the school, and monitor its progress by visiting classrooms and talking to pupils. This helps to ensure that they have a clear view of the school's strengths and weaknesses. The headteacher values greatly the governors' role in helping to test ideas and initiatives and all work effectively together with a clear sense of purpose and a commitment to school improvement.
9. The headteacher, staff and governing body co-operate well in the decision making process. All are involved in drawing up and updating the detailed school development plan which has improved since the previous inspection. Procedures for identifying priorities are very good. All aspects of the school are considered and the main objective of the plan is continuous improvement in the quality of education provided and the raising of standards. The educational priorities identified are the right issues the school needs to be pursuing in relation to the school's circumstances and needs.
10. The resources available to the school are very effectively managed; the budget is carefully monitored, is linked well to the school development plan and is used effectively to further develop the school. Governors have an acute awareness of the importance of pupil numbers in maintaining the viability of the school. They make prudent financial decisions and apply effectively, the best value principles, regularly comparing costs and justifying the use of resources. Overall, the headteacher, staff and governors successfully promote the school's aim to create a happy family-like atmosphere where all children can flourish.

The pupils work hard; their behaviour is excellent and they get on very well with one another.

11. Pupils' very good attitudes, behaviour and very good relationship make a positive contribution to the school's ethos and the way pupils learn. Comments from parents, both in the questionnaire and at the meeting prior to the inspection, support this view. In both classes, pupils start the day ready to learn. They enjoy coming to school, which is shown by their very high levels of attendance and their very positive attitudes to learning. They work hard, concentrate for long periods without fuss and undertake activities with enthusiasm. This was well demonstrated in a Key Stage 2 science lesson where pupils' attitudes were exemplary.
12. Parents are pleased with pupils' behaviour. Pupils behave well as a matter of course during lessons and this enables teachers to get on and teach. Behaviour, around the school, in the playground and at lunchtime is also outstanding. All adults have high

expectations of behaviour, pupils understand this and respond to it well. Parents as well as pupils have no concern over bullying.

13. Relationships between teachers and pupils are very good and contribute to the positive atmosphere in the school. Teachers know and treat their pupils as individuals and pupils have great respect for them. Pupils respond to the good role models that adults offer and successfully form positive relationships with others. Older pupils mix well with younger ones creating a strong family atmosphere in this small school. When given the opportunity, pupils work together effectively, discussing their work and helping each other. The older pupils are mature, self-assured and ambitious with a sense of purpose and direction. They understand the importance of working hard and show a refreshing determination to succeed. Pupils are friendly and all confidently talk to visitors.

Pupils have very good social skills and a strong sense of right and wrong.

14. The school offers a secure, caring and welcoming environment and very successfully promotes the moral and social development of its pupils from the time they start school. The youngest children learn to work and play well together and relate to adults with confidence. They settle quickly into school routines and have a good understanding of the world in which they are growing up, for instance, in learning to listen to others and respect their views.
15. Provision for the moral development of pupils is very good and parents rightly attach great value to the good standards of behaviour achieved by the school. Staff set a very good example by showing respect and care for the individuals and concern for the school as an important part of the community. As a result, pupils at Membury Primary clearly understand the difference between right and wrong. They learn what is appropriate behaviour in different situations and are polite and courteous and very helpful and friendly to visitors. They show respect for property as exemplified by the lack of graffiti, displays are not tampered with or damaged and in lessons, they use resources with care.
16. The school actively promotes the development of good social skills and pupils' social development is very good. Girls and boys and older and younger pupils work and play very well together. Pupils work collaboratively and even the youngest children in Class 1 work well on group activities. They are provided with many opportunities to take on responsibilities within their class for a variety of tasks. These responsibilities are extended, as they mature, and good opportunities are provided to develop social skills and confidence. For example, older pupils look after younger ones at lunchtime, ring the school bell and set out the equipment for physical education lessons in the nearby village hall. They also take responsibility under the guidance of the headteacher for arranging and presenting the school's Harvest Festival and Carol Service. Extra-curricular activities, the annual residential visit and planned events with other small schools develop pupils' self-esteem as well as their awareness as how to work as members of a team. Pupils develop a wider sense of their place and role in society when they consider the needs of others less fortunate than themselves, such as 'Children in Need' and money raised at Carol services is distributed to specific charities.

The partnership between school and parents is very good and parents support the school enthusiastically.

17. The school has established a very good partnership with parents which has a positive effect on pupils' attitudes and attainment. Analysis of the questionnaires and responses at the parents' meeting show that parents are very enthusiastic about the school and are very satisfied with the education their children are receiving. They feel that

information they receive about their children's progress is good and that teachers are always ready to meet parents and discuss concerns with them. However, a small number rightly feel that the school provides little information on work in advance of it being taught or details of the weekly timetable. Parents of new pupils are given very good advice on starting and joining school, which ensures pupils settle down quickly. Regular meetings with the class teachers allow parents to find out how their children are progressing and newsletters provide good information on school events. End-of-year reports to parents give good, honest information in a readable form, on their children's attainment and progress, with clear indications of areas for improvement.

Attendance is very good and well above the national average.

18. The attendance rate during the year 1999 to 2000 was well above the national average. The rate of unauthorised absence in the same year was well below the national average. At the time of the last inspection, attendance was good and these standards have improved. Pupils arrive at school in plenty of time for the start of the day and lessons begin promptly so that no curriculum time is lost. The regular attendance of pupils enables teachers to plan and build on previous lessons with continuity and this has a positive impact on the overall attainment and progress of pupils.

WHAT COULD BE IMPROVED

Standards in science by the end of Key Stage 2 are below the expected level.

19. At the end of Year 6, inspection evidence indicates that standards are below the level expected because not all aspects of the subject have been taught. This is partly due to the school's focus on literacy and numeracy and as a result, insufficient time is available for teaching science in particular. More significantly, pupils in the mixed-age Key Stage 2 class are often given identical work regardless of their age or abilities. Consequently, the progressive development of pupils' skills, knowledge and understanding is limited because work is sometimes too easy for some pupils and too difficult for others. Comparisons with National Curriculum test results and the previous inspection report are unreliable and distorted as the size and composition of the cohort is not taken into account, and in this school, the small number of pupils in each year group means that an individual represents a high percentage.
20. By the end of Key Stage 1, standards are above the level expected and progress is good. Standards by the end of Key Stage 2 are below the expected levels and pupils make limited progress because not all aspects of science are covered and planning does not take account of the range of age and ability. Pupils have a satisfactory understanding of how the properties of different materials make them suitable for different uses, such as insulators and conductors. Higher attaining pupils correctly identify and name the different parts of the flower such as the petal, stigma and stamen and know their functions. Pupils accurately recall how to build simple circuits when investigating how distance can alter the brightness of a bulb and most know that a circuit will not work if it has a break in it. Some understand the importance of a fair test and all predict, test, refine and evaluate their work. This was well exemplified in a number of investigations; for example, when investigating how to make an A4 sheet of paper fall quickly to the ground they know that attaching heavy materials will help. Scrutiny of pupils' previous work shows that pupils in Year 6 have not been taught all aspects of the National Curriculum in science. Further, they have covered aspects that are not currently in the National Curriculum for Key Stage 2, for example, seed dispersal and identifying the different parts of the plant that we eat. Overall, the amount of work covered for this academic year is unsatisfactory especially for the present Year 6 pupils.

As a result, pupils by the end of the key stage do not have the breadth of knowledge, understanding and skills that are expected for their age.

21. Teaching observed in Key Stage 2 was satisfactory. However, teachers' planning and recorded work show that there are important weaknesses in current practice which limit the progress that pupils make. For example, in Key Stage 2, all pupils in this mixed-age class are often given identical work regardless of their abilities. In addition, too little time spent on other subjects results in a lack of coverage of all aspects of the National Curriculum. Neither the medium- nor the short-term planning provides sufficient detail of how the work is to be matched to the different abilities of pupils. Short-term plans do not always clearly identify what pupils are expected to learn, understand and do by the end of the session nor do they make appropriate reference to the levels of attainment that pupils are expected to reach. Consequently, it is difficult for teachers to assess pupils' attainment and progress and set work which is best suited to pupils' needs.
22. The school has in place schemes of work for both key stages to support teachers in their planning. However, they have not been adapted to meet the needs of the range of pupils and consequently, provide limited support to ensure that pupils' skills, knowledge and understanding are developed systematically from year to year. Monitoring to ensure that pupils are receiving the full breadth and balance of the curriculum is not sufficiently rigorous. Assessment procedures are better than before but are inconsistent across the school. In both key stages, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to how they can improve their work. Resources are adequate to support the teaching and learning of the subject. The use of information and communication technology (ICT) as a tool to support work, or to improve presentation in science, is underdeveloped. Literacy skills are used to communicate findings in well-written reports, particularly in Year 6, and work in science makes a good contribution to numeracy through the use of tables and charts to present findings and information.

Planning in Key Stage 2 does not clearly identify what pupils of different ages and abilities will learn and do by the end of the sessions.

23. In the Key Stage 1 class, all pupils currently, except one child, are in Year 2. As a result, planning is much easier to ensure that the needs of pupils are met and that work builds progressively on what the pupils already know and can do. This is not the case in Key Stage 2 where pupils from four year groups are taught in one class. The pupils' past work and planning show that the same work is often given to all pupils regardless of their age or abilities. Consequently, the systematic development of pupils' skills and knowledge is limited because work does not always meet the needs of pupils. Younger, lower attaining pupils find the work too difficult and older higher attaining pupils are not always challenged sufficiently because they are given the same work as all the other pupils. As a result they make unsatisfactory progress.
24. Teachers' medium- and short-term plans do not always clearly identifying what pupils of different ages and abilities, including those with special educational needs, will know, understand and be able to do by the end of the session. This weakness in planning means that it is difficult to evaluate the effectiveness of lessons in terms of how much learning occurred and what needs to be learned next.

The organisation of the timetable, to ensure that all aspects of the statutory curriculum are taught.

25. In both key stages, great emphasis is given to the teaching of English and mathematics. Consequently, insufficient time is left to teach the statutory requirements of the National Curriculum. The outcome of this arrangement is that all aspects of science in Key Stage 2 have not been taught. Some literacy, numeracy and science sessions are too long in both key stages. As a result, the pace of learning slows, pupils lose concentration and cover less of the curriculum than they should.

Outdoor provision for children in the Foundation Stage is inadequate.

26. The school plans to develop this area in order for the needs of children who complete the Foundation Stage curriculum in Year R to be met. The youngest children have some opportunities for physical exercise through physical education lessons in the hall. However, the lack of an outdoor play area with regular, planned opportunities for working and playing out of doors on large climbing and balancing equipment limits progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has many strengths. In order to raise standards further and provide a higher quality education, the governing body, headteacher and staff, in co-operation with the local education authority, should:

- **Improve standards in science by the end of Key Stage 2 by:-**
 - offering more opportunities for pupils to develop their scientific skills more effectively;
 - ensuring that the needs of pupils in the mixed-age class are fully met.

Paragraphs (19-22)

- **Improve the quality of teaching and learning by:**
 - reviewing the balance of the curriculum to ensure that sufficient time is given to teaching all aspects of the National Curriculum; (Paragraph 25)
 - ensuring that teachers' short-term plans always identify exactly what pupils of different ages and abilities are expected to learn and do by the end of the session. (Paragraphs 21, 23, 24)
- **Implement school plans to provide outdoor facilities and large play equipment for children in the Foundation Stage.**

(Paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	64	36	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)		20
Number of full-time pupils known to be 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		0
Number of pupils on the school's special educational needs register		4

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

The tables showing attainment at the end of Key Stage 1 and Key Stage 2 are not included due to the small cohort size at the end of each key stage.

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	20
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)	3
Number of pupils per qualified teacher	8.6
Average class size	9.0

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	10

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	104,583
Total expenditure	104,310
Expenditure per pupil	4,347
Balance brought forward from previous year	927
Balance carried forward to next year	1,200

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	20
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89	11	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	83	6	0	0	11
My child gets the right amount of work to do at home.	67	28	0	0	6
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	61	39	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	83	17	0	0	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	83	17	0	0	0
The school provides an interesting range of activities outside lessons.	72	22	6	0	0