

INSPECTION REPORT

Grassington C. of E. (VC) Primary School

Skipton

LEA area: North Yorkshire

Unique reference number: 121563

Headteacher: Miss H Clayton

Reporting inspector: Mr S O'Toole
20891

Dates of inspection: 29th February - 2nd March 2000

Inspection number: 188088

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:	Voluntary controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Acre Lane Grassington Skipton North Yorkshire
Postcode:	BD23 5LB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Canon C J Hayward
Date of previous inspection:	18 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in Grassington, North Yorkshire, and admits boys and girls aged four to eleven years from the village and surrounding area. All of the pupils are from white heritage backgrounds. With 70 pupils, the school is much smaller than most other schools and the number on roll is falling. The school has 14 pupils on the register of special educational needs and none of them has a statement of special educational needs. Four pupils are entitled to free school meals, which is low when compared with other schools. Attainment on admission to the school varies from year to year, the current group of under fives, have above average levels of attainment.

HOW GOOD THE SCHOOL IS

Grassington C.E. (VC) Primary school is a very successful school in which the headteacher, staff, governors, pupils and their parents take justifiable pride and pleasure. The high quality of leadership and effective management contribute much to promoting good standards and an excellent curriculum which enriches the lives of the pupils. The quality of the teaching is always at least good and inspires the pupils to give of their best and to learn rapidly. This is a purposeful and vibrant school in which the achievement of all is valued. The excellent links with parents and the community add much to the quality of education. The school makes very effective use of its resources and provides good value for money.

What the school does well

- Pupils in both key stages consistently achieve well in English, mathematics and science.
- The headteacher has outstanding leadership qualities and the school is managed very well.
- The quality of teaching and learning throughout the school is always at least good and ranges from good to excellent.
- The pupils have exemplary behaviour, positive attitudes and excellent relationships.
- The school provides an excellent curriculum.
- The parents make an excellent contribution to the life of the school.

What could be improved

- The school development plan lacks long-term objectives and is insufficiently focused.
- There is a lack of consistency in the pupils' handwriting and their presentation of work in Key Stage 2.
- The number and quality of computers available in Key Stage 1 are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in March 1996 there has been very good improvement. The high standards in English and mathematics have been maintained. The issues raised in the previous inspection report have been remedied and the school is in a good position to build on its success. There is more rigour in providing work to challenge the most able pupils and good support is provided for pupils with special educational needs. The very good teamwork and co-operation between staff has ensured that there is effective delegation of responsibilities. The successful introduction of strategies for literacy and numeracy has raised the pace of lessons. The good teaching has been maintained and the school's excellent ethos ensures that all are valued. Other areas of improvement include better provision for information technology, although more resources are needed. Robust and

sensitive financial planning have enabled the school to maintain a good level of staffing despite a dip in numbers. The school is well placed to build on its many strengths although the development plan lacks sharply focused targets.

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	B

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

The school has achieved impressive results in English, mathematics and science at the end of Key Stage 2 for several years and standards are high. Minor fluctuations are due to the small number of pupils taking the National Curriculum tests and the variation in the percentage of pupils with special educational needs. Standards in English are among the highest five per cent of schools nationally with attainment in mathematics well above average. Children under five start school with good learning and social skills. They make rapid progress and by the age of five attain the levels expected for their age with most achieving good standards in their language and literacy, mathematical development and knowledge and understanding of the world. For the last three years in the National Curriculum tests in reading, at the end of Key Stage 1, the pupils' performance has been among the highest five per cent nationally. In 1999, the standards in writing were well above average and above average in mathematics. Although all pupils attained the average level in science, teacher assessments indicated that no pupils attained the higher level 3 and the school's performance when compared with similar schools was well below average. This situation has been improved through effective monitoring and rigour in assessing pupils' performance. By the end of both key stages, inspection evidence shows that standards are well above average in English, mathematics and science. All pupils, including those with special educational needs and higher attainment make good progress. The school has a realistic view of its achievements and potential, and has set challenging but achievable targets which it is on course to meet.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen, well-motivated and productive workers who are enthusiastic about all aspects of their work.
Behaviour, in and out of classrooms	Very good. Respect for others, politeness and courtesy are hallmarks of the pupils' behaviour.
Personal development and relationships	Relationships between pupils in the school are excellent and the pupils have lively rapport with their teachers. The pupils take responsibility seriously and respond positively to opportunities to

	use their initiative and to work independently.
Attendance	Very high. The pupils enjoy school and absence is rare.

Children under five settle very quickly to school routines and develop mature attitudes to learning. In both key stages, particular strengths include the pupils' enthusiasm for literature and their keenness to produce homework to a high standard. There have been no exclusions. The excellent ethos, reflecting its Christian tradition, permeates the life and work of the school. Pupils are kind and thoughtful to each other and show sympathetic concern for those less fortunate than themselves.

TEACHING AND LEARNING

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

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

In the lessons seen the teaching was always at least good and often better. There is high quality teaching of English with excellent approaches to the teaching of reading to under fives and Key Stage 1 and inspiring use of literature to bring the subject to life in Key Stage 2. However, insufficient attention is given to the pupils' handwriting skills and presentation of work. In mathematics, the brisk pace of lessons, good focus on mental arithmetic and careful match of work to the pupils' needs ensures that learning is effective. Teachers encourage the pupils to use their literacy and numeracy skills in other subjects. All pupils are given sufficient support to ensure that they make progress and classroom assistants contribute much to the work with pupils with special educational needs. Other strengths in the teaching include effective planning, good assessment and marking, and the use of a wide range of methods to engage the pupils. The teaching was excellent in nine per cent of lessons, very good in 46 per cent and good in 45 per cent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is excellent. It is enriched through extensive visits and the input of many visitors. All subjects are taught and the excellent range of extra-curricular activities enhances the pupils' learning
Provision for pupils with special educational needs	Good. Lessons are planned effectively to ensure that work is matched well to the pupils' individual education plans.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The high quality of the school's provision is reflected in the pupils' understanding of their own and others' cultural traditions. Pupils are encouraged to reflect on their experiences, to consider how their behaviour affects others and to take responsibility seriously.
How well the school cares for its pupils	This is a very caring school. Everyone is valued and his or her success and development are celebrated. Much support is given to the pupils through effective monitoring and assessment of their progress.

The excellent partnership with parents and the very good links with other primary schools contribute much to the pupils' development. There is a firm commitment to equal opportunities and the pupils have a clear sense of justice and fairness. The school's aims and mission statement are reflected in the vibrant and stimulating curriculum. The school seeks every opportunity to promote learning in a manner that encourages all pupils to do their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides inspirational leadership and is supported well by the staff. They make a strong team with a high level of commitment to providing effective teaching and learning.
How well the governors fulfil their responsibilities	The governors work hard and are very supportive of the school. They fulfil their statutory responsibilities and have responded well to the previous inspection report. However, there is room for improvement in school development planning.
The school's evaluation of its performance	The headteacher and staff monitor teaching and learning rigorously. Performance in National Curriculum tests is analysed and challenging targets for improvement are set.
The strategic use of resources	Financial administration is efficient. The good analysis of trends in the budget has been used well to maintain staffing levels and to provide additional resources so that the pupils benefit.

The leadership and management of the school are very successful in maintaining high standards and the very good quality of education. The school has begun to apply the principles of best value in purchasing supplies and services. The school's financial systems are robust and effective and the governors have planned well to minimise the effect of the school's falling number on roll.

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 enjoy coming to school.• The good standards of work and progress made by their children.• The good teaching which motivates the children to do their best.• The way that the school promotes social and learning skills.• The effective management and approachability of staff.• Their children's good behaviour.	<ul style="list-style-type: none">• The pupils' work in information technology.• Provision for pupils with special educational needs.• Greater challenge for the more able.

The inspection team endorses the parents' positive views. There are limited resources for information technology although the standards are average. The school works hard to support and challenge pupils of all abilities. Additional good support is provided for those pupils with special educational needs and lessons are planned well to include extra challenge for the more able.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils in both key stages consistently achieve well in English, mathematics and science.

1. Throughout the school the pupils have well advanced speaking and listening skills. The youngest children in the reception year talk confidently about their work; they use correct speech patterns and sentences to describe what they are doing. They listen very attentively and follow instructions showing they have clearly understood them. They love listening to and joining in stories. In Key Stage 1 the pupils understand the main points in discussions and add their own opinions for example when talking about evaporation they describe what they have seen happen in an experiment using descriptive vocabulary. In Key Stage 2 the pupils use Standard English very well. They express themselves clearly and fluently adding expression and detail. Their animated and lively description of their visit to Glasgow showed maturity and the ability to use humour in their speech.
2. Standards of reading are high throughout the school. The under fives know several commonly used words and recognise them in books. They enjoy reading aloud in groups and also use letter sounds to build new words. In Key Stage 1 the pupils read easily and fluently from a range of texts and show good understanding of humour in poetry, rhyme, rhythm and the structure of stories. They quickly find information from books using their alphabetical knowledge. In Key Stage 2, pupils clearly distinguish between fact and fiction and identify key themes in the books they read. They express preference for authors and styles of writing and have well-developed skills in locating and collating information from several sources.
3. Early writing skills in the reception class are well developed, most children recognise and write their own names and make up simple phrases and some sentences. They begin to form letters correctly and spell simple three-letter words unaided. In Key Stage 1 the pupils writing is well organised and they are good at sequencing stories. Spelling is good and punctuation, including the use of capital letters and full stops, is effective. Early handwriting skills are secure and many are beginning to join letters by the age of seven. In Key Stage 2 the pupils write well for a range of purposes using interesting and imaginative vocabulary. They have a good understanding of grammar and punctuation. Spelling is correct and aided by regular homework. However, few pupils use joined writing in their work and older pupils have insufficient opportunities to write using pens.
4. Throughout the school, the pupils are able mathematicians. They are particularly confident in mental recall of number facts and the school's consistent approach to providing homework and regular testing of number skills promotes learning effectively. The youngest children competently add numbers to 10 and count, sequence and order them to 20. In Key Stage 1, the pupils have good knowledge of addition and subtraction and higher attainers know how to multiply small numbers. They are good at measuring and benefit much from using apparatus. Their knowledge of mathematical vocabulary is good. In Key Stage 2 the pupils are secure in their multiplication tables and use several number operations to solve complex problems. They use graphs well to illustrate their work in science. Pupils know much about shape and measures and are able to read data from several instruments. The most able effectively apply their knowledge of the four rules of number to solving problems involving decimal numbers to two places.

5. Science is taught well throughout the school and the standards achieved by the pupils are good. The pupils have a wide general knowledge and they apply this well in their science work. For example, in reception the children accurately describe how water can be used to make tea and that this brings a change. In Key Stage 1 the pupils accurately sequence their experiments and record them very well using good diagrams and effective vocabulary. In Key Stage 2 the pupils explain clearly the organs and functions of the body. They have a detailed knowledge and thorough understanding of materials. The principles of experimental and investigative science are taught very well and the pupils have much competence in recording observations, offering clear and accurate explanations of their investigations and drawing good conclusions. The homework done by pupils in Years 5 and 6 is of a high standard.

The headteacher has outstanding leadership qualities and the school is managed very well.

6. Since the previous inspection the school has maintained its very good provision and built upon its strengths through effective leadership, strong commitment to achievement for all and strong teamwork between the staff and governors. The school has realistic and demanding targets and through effective teaching and the careful match of work to pupils' needs achieves them. The curriculum is managed well and the school's aims are reflected in all its work. The school is very well organised and runs smoothly and efficiently. The staff share responsibilities for the subjects and are involved in monitoring and evaluating the pupils' progress and their colleagues' planning. The headteacher maintains good oversight of developments and also delegates responsibility to good effect. As a result, the introduction of the National Literacy and Numeracy Strategies has been very effective in maintaining high standards. Teaching is monitored effectively by the headteacher. Everyone works together well for the benefit of the pupils and there is a very positive ethos in which everyone is valued.
7. The commitment to providing maximum opportunities for the pupils to learn is reflected in the thorough analysis of the school's performance in National Curriculum tests. For example, in previous years, the performance in science was not as high as in English and mathematics and the headteacher and her colleagues have been assiduous in checking up on what needed to be improved and in assessing the pupils' work more rigorously. This approach has helped to raise standards.
8. The governors are very much involved in the school's life and work and ensure that the school meets its statutory responsibilities. Particular strengths are in the rigorous analysis of finance and the judicious use of the budget to maintain staffing levels through a time when the numbers at the school have fallen. The school's finances are in good order and the contribution by the bursar and the chair of the finance committee ensures robust financial control. The school makes very effective use of funds for specific purposes such as literacy and achieves a good balance between the number of class teachers and additional staff with expertise, such as in the teaching of music. The principles of best value are applied well to the purchasing of supplies and services. In addition, the headteacher and governors have maintained an effective and vibrant curriculum ensuring that the school provides best value through the quality of education provided.
9. Much of the success of the school is due to the clear vision and commitment of the headteacher who leads by example in high quality teaching, effective organisation and determination to ensure that pupils achieve their potential. Other staff and governors share these principles. However, the school development plan is lightweight and does

not focus sufficiently on strategic planning.

The quality of teaching and learning throughout the school is at least good and ranges from good to excellent.

10. Teaching throughout the school has many strengths. Teachers and other staff have excellent relationships with the pupils and high expectations of behaviour and performance. Marking is completed regularly and pointers on improvement are given to help the pupils to improve. There is a good balance between written and practical work. The extensive use of visits and very effective use of resources act as stimuli to learning and the pupils say that they enjoy very much the different and wide ranging ways in which they are taught. Parents express much confidence in the teaching and their views are justified by inspection evidence.
11. There is very good teaching of literacy skills throughout the school and the teaching of reading to the under fives and Key Stage 1 is excellent. The school places much emphasis on building the pupils skills in using English effectively in other subjects. Reading is taught very well. The teachers use a wide variety of methods and resources to ensure that gains in learning are rapid. From starting school, children are taught new words and they practise them at home. There is regular practice in building words from letter sounds and in using pictures and the context of stories to develop understanding. Homework forms an essential part of the teaching of reading, and regular checks on the pupils' understanding and contact with parents through reading diaries ensure that progress is rapid. Pupils are enthusiastic readers and their fluency, accuracy and expression when reading aloud are a tribute to effective and often inspirational teaching. In Key Stage 2, there are many opportunities to research information and to develop skills such as prediction. There are many opportunities to write for a range of purposes and techniques such as note-taking and synthesising information from a range of texts do much to develop the pupils' skills. However, insufficient emphasis is given to handwriting.
12. In mathematics, the teachers achieve a good balance between number work and other aspects of the subject. Lessons begin with well-paced introductions and opportunities to learn and practise mental arithmetic skills. The teachers always ensure that pupils of different ages and levels of attainment are challenged sufficiently through effective questions. In all the lessons seen, the teachers expected much from the pupils and through careful assessment ensured that pupils' learning was consolidated well and progress was made. During the main part of the lessons the teachers set work which is matched effectively to pupils' level of skill. They provide well-focused tasks for those pupils with special educational needs. These pupils receive good support from classroom assistants who give just the right amount of help and guidance and also allow the pupils to make their own decisions. All pupils are expected to work productively and those with higher attainment are given demanding tasks that keep them interested and help to move them on in their learning. However, in Years 3 and 4 the teacher does not insist on sufficiently good presentation of work.
13. Science was taught well in both key stages, and the work set for children under five was very challenging. Teachers have good subject knowledge and are careful to involve the pupils in practical work so that they can see the results of experiments and develop good investigative skills. Very good use is made of the science resources and the teachers emphasise safety when carrying out experiments. The science curriculum is broad and balanced and the teachers make good use of national guidelines to plan their work. Good techniques of presenting information and the

results of experiments are taught. The teachers encourage the use of computers to extend the pupils' knowledge and challenging and regular homework provides good opportunities for research.

The pupils have exemplary behaviour, positive attitudes and excellent relationships.

14. Pupils' behaviour in and around the school is very good and contributes to the positive ethos and orderliness of the community. During playtimes and lunchtimes the pupils are polite and sociable and organise their own activities. Older pupils support younger children and there is an atmosphere of concern for each other's well being. The pupils say that there is no bullying and that they feel safe and secure in the school. They are very clear about what is right and wrong and their awareness of moral and social values is of high order. They show real empathy with and concern for the plight of those in disaster areas such as Mozambique and discuss ways of helping them. It is a mark of the school's successful moral teaching that the pupils take responsibility seriously and apply moral principles to their actions. Self-discipline is of a high standard and the pupils understand how their actions can affect other people. Pupils respect the beliefs and views of others and value different religious and cultural traditions. Throughout the school pupils get on very well together and they have excellent relationships with their peers and teachers. In lessons, there is a sense of purpose and of working together and this is underpinned by a genuine, friendly and encouraging atmosphere in which all do their best. The pupils hold their teachers in high regard and are keen to please them.
15. In all the lessons seen the pupils focused very well on the tasks and showed a keen interest in learning. Parents say that their children are eager to come to school and this is reflected in their very high attendance and enthusiasm for learning. Right from the start of the school day the pupils come eagerly into school and settle straight down to work. Although they are very sociable, they waste no time in idle chatter but focus on the tasks set by their teachers and work productively. The children under five are very confident learners and have settled well into the classroom routines. They love reading and learn new words rapidly, showing great delight when they have a new reading book. They respond enthusiastically to stories and are absorbed by practical experiments in their science work, showing a keen interest in how to make a cup of tea. In Key Stage 1 the pupils are very clear about what is expected from them. They work and play together well. Throughout the school the pupils listen attentively to their teachers and each other. They are good at following instructions and keen to be the first to answer a question. In a science lesson in Key Stage 1 they excitedly talked about how some materials change and made considered comments about how some changes are reversible. Pupils in Years 5 and 6 show very mature and sensible attitudes to their work. They are very clear about what is expected of them and respond enthusiastically to the challenges set by their teachers. They are productive workers completing a good amount of work in each lessons and also showing an enthusiasm for homework to extend their learning. In an English lesson when studying Dickens' books they draw on their knowledge of people to make judgements about characters. They concentrate effectively for long periods of time. If they make a mistake, such as an incorrect spelling, most try to learn the word and use it correctly in the future. The pupils' very positive attitudes and interest and enthusiasm for school contribute much to their learning.

The school provides an excellent curriculum.

16. The school provides an excellent curriculum enriched by an extensive range of visits and visitors. By the time they leave the school the pupils are confident learners, with a

thorough understanding of the curriculum and very mature attitudes which equip them well to be effective citizens. There are excellent opportunities to take part in extra-curricular activities. Staff, parents and members of the community are involved in providing a wide range of sporting, musical and cultural activities that stimulate learning. Links with the community are exceptional and include village events such as the Dickensian Festival, which helps to promote pupils' cultural and social understanding. The community and the school work closely together to ensure the best provision for all pupils. Much emphasis is placed on the uniqueness of individuals and the school encourages equal opportunities very well through discussion and by challenging any stereotypical thinking. Ministers from the local churches lead assemblies, local sportsmen provide tuition in football and rugby and the school's visits to take part in national celebrations, such as those in Ripon Cathedral, add much to the quality of education. There are very good links with other small schools, which help to promote social skills and provide very effective opportunities for the pupils to be involved in technology and science projects.

17. The school makes excellent provision for spiritual, moral, social and cultural development. The parents speak highly of this aspect of the school's work and are pleased with the school's promotion of its Christian heritage. The school promotes an ethos that is stimulating, exciting and inspires the pupils. Art and visits to local and national museums stimulate pupils' cultural understanding. The strong Christian ethos in the school underpins the effective teaching of moral values reflected in the excellent relationships within the school.

The parents make an excellent contribution to the life of the school.

18. Parents are very happy with the work of the school and their positive comments about the commitment of the hard-working staff and inspiring headteacher are entirely justified. From the time their children start school parents are involved extensively in their children's learning. The excellent links forged from Reception help to ensure that progress in reading is rapid and that the children settle without problem to the routines of formal education. There are very effective links between the school and parents and information is clearly presented. For example, annual written reports give much information about progress and what has been achieved as well as indicating how the pupils might improve. Parents feel that the staff listen to them and that they are very supportive of their children. They are particularly pleased with the school's approach to celebrating the achievement and good behaviour of each individual. Although a few parents were concerned that the more able sometimes drifted in their work and that those with special educational needs received insufficient support, inspection evidence shows that the school supports all pupils well. The parents make substantial contributions to the schools' finances. The excellent parents' organisation has raised over £17,000 to provide a new office which has enhanced the building and released more space for teaching. Social and fund-raising events are supported very well and help to make this an effective community school.

WHAT COULD BE IMPROVED

The school development plan lacks long-term objectives and is insufficiently focused.

19. The school has a clear vision of how to improve standards and to maintain the very good quality of its education. However, the school development plan is a weak tool for school improvement. The objectives are too vague and there are few procedures to measure the school's success in achieving them. The plan is mainly a list of what the school is going to do, rather than a strategic and well focused document which helps to shape the direction of the school. Insufficient attention is given to setting long-term goals and to monitoring and evaluating the school's success in meeting its targets

There is a lack of consistency in the pupils' handwriting and their presentation of work in Key Stage 2.

20. From Year 2 the pupils are taught to join letters and to write in a fluent style. However, in many books, in Key Stage 2, pupils revert to printing rather than using a joined script. There are regular lessons to teach handwriting but the pupils do not apply these skills in their work in other subjects. Older pupils have few opportunities to use pens. In Years 3 and 4, pupils' handwriting is not as good as it should be and more practice is needed in ensuring that letters are of consistent size and that skills taught in handwriting lessons are used in the pupils' other work. Incorrectly formed numbers and insufficient spacing mar the presentation of work in mathematics. This confuses some pupils who write two numbers in one space and as a result some of their calculations are incorrect as they mix up tens and units. General standards of presentation improve in Years 5 and 6, although many pupils still revert to printing their stories rather than joining letters. In their research projects, completed as homework, pupils take much pride in their presentation and the work is not only of good quality but shows that the pupils take much pride in doing their best.

The number and quality of computers available in Key Stage 1 are unsatisfactory.

21. Although the pupils attain average standards in their work in information technology the limited and unsatisfactory equipment available for use in Key Stage 1 and for children under five hampers opportunities to use information technology effectively in some subjects. Several pupils have computers at home and this helps to compensate for these shortcomings. However, there is insufficient access to computers for research and for work in subjects such as science and mathematics. The school has plans to remedy this situation in the near future through the use of funds raised by parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

22. In order to build upon the school's many strengths and the very good quality of education it provides, the headteacher staff and governors should:
- (1) Improve the school development plan by:
 - Setting well focused priorities, indicating costs, timescales and measures of success and monitoring outcomes more rigorously.
 - Including longer-term strategic plans for the school.
 - (2) Improve the quality of pupils' handwriting and their presentation of work.
 - (3) Increase the number and improve the quality of computers in Key Stage 1.

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	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	46	45	0	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)	70
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

	YR - Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

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	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

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	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	82 (80)	86 (84)	87 (85)

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	Total	11	11	11
	School	100 (94)	100 (100)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (94)	100 (100)	100 (100)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
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)	3.4
Number of pupils per qualified teacher	20.6
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	18

Financial information

Financial year	1998/1999
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	£
Total income	157,409
Total expenditure	153,300
Expenditure per pupil	2,219
Balance brought forward from previous year	8,876
Balance carried forward to next year	12,985

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	60	35	4	0	0
Behaviour in the school is good.	75	21	0	0	4
My child gets the right amount of work to do at home.	29	63	4	0	4
The teaching is good.	73	25	0	2	0
I am kept well informed about how my child is getting on.	46	52	0	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	25	4	0	2
The school expects my child to work hard and achieve his or her best.	73	21	0	2	4
The school works closely with parents.	54	42	4	0	0
The school is well led and managed.	73	25	2	0	0
The school is helping my child become mature and responsible.	58	40	2	0	0
The school provides an interesting range of activities outside lessons.	44	38	13	0	6

Other issues raised by parents

- Parents were very impressed by the standards attained in most subjects, although they felt that standards were not as high in information technology.
- A few parents felt that insufficient attention was given to pupils with special educational needs.
- A few parents felt that more able pupils seemed to drift.
- The school handles transition and selection for secondary education well.
- Parents are confident that the school provides good quality education.