

# INSPECTION REPORT

## **CLANDON CofE (VA) INFANTS' SCHOOL**

West Clandon

Guildford

LEA area: Surrey

Unique reference number: 125199

Headteacher: Mrs Pat Hopkinson

Reporting inspector: Mrs Patricia Davies  
22460

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> July, 2000

Inspection number: 189996

Inspection carried out under section 10 of the School Inspections Act 1999

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed

School address:	The Street West Clandon Guildford Surrey
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Postcode:	GU4 7ST
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Telephone number:	01483 222442
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Fax number:	01483 225242
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Appropriate authority:	Governing Body
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Name of chair of governors:	Rev J Smith
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Date of previous inspection:	16 <sup>th</sup> October, 1996
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Clandon is a very small infant school with 66 pupils on roll. Numbers have increased considerably in recent years, and more pupils from outside the village now attend the school. The proportions of boys and girls vary with each year group, and there are currently more boys than girls. The proportion of pupils eligible for free school meals is broadly in line with the national average at 12 per cent. The percentage of pupils with special educational needs has increased since the last inspection to 10.6 per cent, although most at the higher stages of need, and those with statements are well above the national average at 6.3 per cent. A few pupils have ethnic minority backgrounds. Few pupils leave or join during the school year, but there have been some staff changes since the previous inspection. When pupils enter compulsory education at the age of five, their attainment is above national expectations.

### **HOW GOOD THE SCHOOL IS**

Clandon is a good school. Supported well by its Christian foundation, it provides a caring, family environment, which is greatly appreciated by parents. Standards of achievement are high overall, and teaching is good. The school is well led and managed by staff and governors, particularly within the challenges presented by a small school. The unit cost of expenditure is high, reflecting the needs of a small school. Taking all these factors into consideration, the school gives good value for money.

#### **What the school does well**

- Good quality teaching helps pupils to progress well, so that by the time they leave the school at seven years of age, they achieve standards that are well above national expectations in mathematics and English, and above national expectations in science;
- Very good provision for moral and social development successfully supports and promotes pupils' positive attitudes to their work and their very good behaviour;
- There are high levels of support for pupils' care and welfare, including those with special educational needs;
- The school is effectively managed and supported by governors and staff, and the headteacher gives very strong leadership and commitment to work of the school.

#### **What could be improved**

- The quality of writing experiences for all pupils, so that they are encouraged to create lively and interesting independent written work, for a greater range of purposes.

*The school is already looking closely at standards in writing, and has included this as a major priority for further development in their strategic planning. The area for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good improvement since the school was last inspected in October 1996. Pupils' achievement in English, mathematics and science has substantially improved since the last inspection. The very high standards of behaviour and enthusiasm for learning have been maintained, as has the good quality of teaching, despite some staff changes. Most significantly, the numbers of pupils at the school have been considerably increased as a result of well-targeted effort, and this is reflected in higher levels of parental satisfaction. The school has managed to keep pace with advances in information technology and give pupils appropriate experiences. However, whilst the standard of formal writing skills is conspicuously high, the school has not been so successful in improving the content of pupils' writing. Staff are conscientiously committed to raising standards, and the capacity for future improvement is good.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with				<b>Key</b>
	All schools			similar schools	
	1997	1998	1999	1999	
reading	A	A	A	A	Well above average A Above average B Average C Below average D Well below average E
writing	B	A	A	A	
mathematics	A	A	A	A	

The results in the table above show that pupils achieve consistently high standards in the national tests for seven year olds, both against national averages and in comparison with those schools having a similar percentage of pupils eligible for free school meals. The proportion of pupils achieving the higher Level 3 in reading and mathematics in the national tests in 1999 was also well above national averages, but no pupils achieved the higher level in writing. Teacher assessments in 1999 showed that pupils were also achieving standards above the national average in science, with a well above proportion of pupils achieving the higher level. Early indications of test results for 2000 suggest a similar picture. Inspection evidence shows that the current group of pupils at the end of Key Stage 1, are achieving standards which are well above national expectations in mathematics. Standards in English are also well above national expectations overall, and particularly in relation to speaking and listening skills, in reading and in the more formal aspects of writing, such as spelling, punctuation and grammar. Standards of achievement are also above national expectations in science. Pupils' achievement in information technology is satisfactory, and standards are in line with national expectations. Whilst the school sets appropriate targets for the national tests, the target for pupils achieving Level 3 in writing is not sufficiently challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are confident and enthusiastic, and participate eagerly in classroom and playground activities. They listen well to adults and value the contributions of other pupils. Attitudes to work are mature and well motivated.
Behaviour, in and out of classrooms	Very good both in lessons and at playtimes. Pupils are friendly, polite and respectful, with only occasional lapses into inattention and restlessness. There have been no exclusions.
Personal development and relationships	Pupils have high quality relationships with staff and each other. They are co-operative and helpful, and work well together. They willingly take on responsibility when given the opportunity. All pupils are conspicuously sensible about matters of health and safety.
Attendance	Satisfactory. Although there is no unauthorised absence, authorised absence is adversely affected by the amount of holidays taken during term time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years
Lessons seen overall	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 overall quality of teaching is good, and this has a positive impact on the progress of all pupils, both in lessons and over time. Of the lessons seen, all were at least satisfactory, and 75 per cent were good. Pupils respond eagerly where activities are fun and interesting, and their good progress is well promoted by high expectations in many lessons. Learning support staff are well used, particularly for those pupils with special educational needs. Weaknesses in otherwise satisfactory lessons relate to the quality of teachers' interventions and questions to take learning forward, and an occasional slowing in pace. Mathematics is well taught, and the effective implementation of the National Numeracy Strategy has positively affected standards particularly in mental calculation skills and in developing a range of approaches to work out mathematical problems. Reading and phonic knowledge are also very effectively taught, and so too are formal writing skills, such as punctuation, grammar and handwriting. However, the quality of the content of pupils' writing receives less encouragement both in English and in other subjects. Too much work is completed on worksheets, which inhibits independent and individual responses.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad, balanced and relevant, and enhanced by visits and a good swimming programme. The many links with the village promotes real involvement in the life of the local community. The school is aware that the foundation subjects need further attention in the light of forthcoming national initiatives and requirements.
Provision for pupils with special educational needs	Good. Work is very specifically planned to meet the particular needs of these pupils, and they make good progress against targets in their individual education plans
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Staff provide positive role models for the pupils' moral and social development, and provision is very good in these areas. Good opportunities for spiritual development are securely underpinned by the school's Christian ethos. Whilst cultural development is strong, the pupils' experience of other cultures and traditions is less well developed.
How well the school cares for its pupils	High priority is given to the safety and welfare of all, and staff know pupils well. Child protection procedures are well established and understood. Detailed ongoing notes are maintained about pupils' progress in order to raise achievement, but do not always cover all aspects of the pupils' work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is a very effective, hard working and thoughtful leader, and the whole staff team works together closely to improve standards of teaching and learning. Sensible and effective use has been made of part-time teachers to extend the range of subject expertise and knowledge. The role of co-ordinator has been well developed, particularly for mathematics and English.
How well the governors fulfil their responsibilities	Good. Governors are very well organised and supportive and fulfil their statutory duties well. They are also effective in promoting the school within the local community. Expertise amongst governors is actively sought and used to develop the school further.
The school's evaluation of its performance	Good use is made of test and assessment information to look at standards and identify areas for improvement. Some key governors are developing strong monitoring roles, but recognise that the role of critical friend has yet to be fully established. Whilst the monitoring of teaching and learning is satisfactory, it has been inhibited recently, particularly by the headteacher having to take a full-time teaching role.
The strategic use of resources	Good. Budgetary planning has been well handled whilst pupil numbers were low. The principles of best value are used satisfactorily, particularly with regard to the use of resources and equipment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school, and are helped to become mature and responsible so that they behave well;</li> <li>• The school is well led and managed;</li> <li>• Teaching is good, there are high expectations and children make good progress;</li> <li>• The school works closely with parents, and they feel comfortable approaching the school with questions or problems;</li> <li>• There is the right amount of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> </ul>

Parents have supportive and positive views about the school. Even though some parents expressed concern about the range of activities outside of lessons, others acknowledged that staff worked hard within the constraints of a small school community to provide what is available. Inspection findings endorsed parents' positive views, and found the school to be giving a satisfactory range of experiences beyond lessons.



## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Good quality teaching helps pupils to progress well, so that by the time they leave the school at seven years of age, they achieve standards that are well above national expectations in mathematics and English, and above national expectations in science:**

1. Teaching is good and enables pupils to progress well in their learning during lessons. Of the sample of lessons seen during this inspection, all were at least satisfactory, and 75 per cent were good. Those children aged under five in the reception class are well taught. There have been some changes to staffing since the previous inspection, and as a result, there are now more teachers fulfilling part-time posts and sharing class responsibilities. Despite these changes, most of the strengths of teaching outlined in the last inspection report remain, especially those related to planning, good communication with adults and the effective use of learning resources. The teaching of mathematics also remains a strength. The introduction of the National Numeracy Strategy has further increased teachers' skills in extending pupils' mental ability to calculate and their knowledge and understanding of different ways of solving number problems. Reading and phonic skills are also effectively taught through the use of commercially published material and in literacy lessons, and pupils are introduced to good quality stories in lessons to increase their enjoyment of reading and understanding of text. Close attention is given to the teaching of the formal writing skills of handwriting, punctuation, spelling and grammar. In science, pupils benefit from practical experiments and investigations to develop their knowledge.

2. In many lessons, pupils respond eagerly to inventive and interesting activities. For example, in a whole-group science lesson in Year 1, the imaginative use of a dark tunnel enabled individual pupils to crawl inside and explore objects and sounds using senses other than sight. Even when not directly taking part, pupils were hugely attentive and bursting to respond. In another science lesson at Year 2, a good range of practical activities about seeds thoroughly engaged the pupils' attention, and they applied good levels of effort to their investigations and the recording of what they observed. In both these lessons, and in others, such activities are well supported by plentiful and effectively used resources. For example, in a mathematics lesson in the reception class, feelie bags, plastic shapes, playdough and board games were all well used to extend the pupils' knowledge and understanding of the properties of common shapes. The understanding of higher-attaining pupils was extended by the use of dominoes to encourage them to sort by number features.

3. Expectations are high, both of learning and of behaviour. Well targeted questions and activities are often used effectively to challenge all pupils. This was true in a mathematics session in Year 2. In this lesson, pupils also made good progress in their understanding of doubling and halving because the teacher clearly demonstrated links with their understanding of place value to help them complete the calculations accurately. This helped maintain the concentration of less attentive pupils, who remained alert and interested. Praise is used effectively to encourage pupils to respond, and the warmth and mutual respect between staff and pupils ensures that behaviour is well managed in most lessons. Pupils' ideas and contributions are valued and in turn pupils therefore respect others and what they offer. For example, in a literacy session in Year 1, there were warm and constructive exchanges during discussion. Pupils' ideas were actively used to effectively build on and extend their understanding of phonics, and they listened very well to each other.

4. Learning support staff are well used in all lessons, particularly with those pupils who have special educational needs. In whole-group sessions, for example in Year 2, support staff were well deployed in writing observations of the pupils for whom they are responsible, and they provide close teaching support to individuals and groups. In lessons, work is generally appropriately planned for pupils with special educational needs, and teachers ensure that these pupils are fully involved in discussion, sometimes showing great patience and sensitivity to allow pupils to answer questions.

5. In response to this good teaching, all pupils achieve well in their learning over time, including those with special educational needs. The school has consistently maintained high standards over recent years, which are well above national averages in reading, writing and mathematics, and well above the national average in comparison with similar schools. In the national tests in 1999, the school achieved a high proportion of pupils attaining the higher Level 3 in reading and mathematics. Results of the tests this year show a similar picture. Teacher assessments in science show standards that are above national averages, also with a well above proportion of pupils achieving Level 3. Inspection evidence endorses these high standards. Achievement in mathematics and in most aspects of English is well above national expectations, and above in science. The school has kept pace with the increasing demands of information technology, and introduces pupils to a satisfactory range of activities to advance their skills and interest. The further development of the subject is a key priority in the school's development plan.

6. Speaking and listening skills are very well developed. Even the youngest pupils speak clearly and articulately, and most listen well. In discussion, pupils are eager to respond and contribute. By Year 2, pupils are lively, confident speakers. They explain accurately how they have made mathematical calculations and talk at length about the books they have enjoyed. Pupils' reading skills are also well above national expectations. All have very positive attitudes to books and are well supported in their reading at home. The choice and expressive reading of popular reading material, such as 'The Owl who was Afraid of the Dark' in Year 1, helps to promote these attitudes further. Pupils have high levels of phonic understanding and are knowledgeable about book vocabulary and terminology. For example, pupils in Year 2 were clearly comfortable with the meaning of publisher and illustrator. Higher- and middle-attaining pupils in Year 2 are accurate readers, and higher-attainers read fluently. These pupils refer to the text to illustrate a point, predict how a story might develop and are beginning to infer and deduce information both from illustrations and from the text. They are also familiar with non-fiction material and its use, including the use of computer generated information. Formal writing skills are also highly developed. By the end of Key Stage 1, all pupils use joined handwriting, although lower-attaining pupils are less confident. Most of these pupils also use some punctuation within sentences, such as apostrophes and speech marks. Higherattainers spell accurately, and the spelling of middle- and lower-attainers is either correct or phonetically plausible. These pupils use their knowledge in information technology to word process their names using different fonts, and following instructions to change the colour and size.

7. Pupils experience all aspects of mathematics. They are particularly competent in their number work and many show good levels of understanding. For example, in a numeracy lesson in Year 2, pupils had a good understanding of place value and the operations of halving and doubling, and they explained how they arrived at answers. Higher-attaining pupils competently doubled numbers mentally up to 15 and beyond, and halved numbers between 100 and 1000 showing their working out and halving the remainder. In other written calculations, they work with numbers beyond 1000, and use decimals to two places when calculating money. Higher- and middle-attaining pupils use standard measures such as centimetres when completing block graphs. They program right-angled turns in to a computer-generated programme. Lower-attaining pupils are confident with numbers to 100, and round numbers to the nearest 10.

8. Even the youngest children in the reception class benefit from practical activities to increase their knowledge and understanding in science. For example, as a whole-class group, they set up a test and put white flowers in coloured water to see what will happen over time. By Year 2, pupils are using equipment independently to investigate where seeds are situated in different fruits. They quickly notice differences and, with adult encouragement begin to think about why this might be. They look at bean seeds under microscopes and are amazed by what they observe. All pupils record in drawings and writing their observations of, for example, the 'planting' of bean seeds in plastic bottles. They also label their diagrams. They have a clear understanding that seeds produce new plants, that seeds need certain conditions in which to grow, and are beginning to understand in simple terms, the purpose of a flower.

**Very good provision for moral and social development successfully supports and promotes pupils' positive attitudes to their work and their very good behaviour:**

9. The school's Christian foundation provides a potent basis for the very strong moral and social development of its pupils. Staff have very good relationships with each other and with pupils, and are effective role models. Within this context, pupils and their contributions are respected and valued, and behaviour is well managed. As a result, the school has a positive learning environment in which all pupils are happy, and confident to take part. Opportunities for the pupils to come together during the school day are used effectively. Assemblies are a time to think, reflect, and sing together, and lunch is a calm and enjoyable social occasion. In addition, pupils Morris and maypole dance together. Staff members also run football groups at lunch time to give a friendly knock-about game, and actively encourage larger group games at playtimes, for example skipping. Consequently, all pupils play happily together and there is no sign of disagreement or difficulty. Pupils also play an active part within the wider village community, visiting a local nursing home and taking their dances to village events. Routines and a sense of responsibility are well established from the very beginning in the reception class, for example during getting changed for physical education. These responsible attitudes are further developed by the way all pupils change for swimming, and with regard to the challenges posed by the school's older buildings and facilities. Circle time and whole-group discussion gives pupils the opportunity to share ideas and feelings, and to respect the thoughts and work of others. This very positive picture is endorsed by parents, many of whom expressed their satisfaction in questionnaires and at their pre-inspection meeting, with the way the school encourages their children to become mature and responsible.

10. Pupils look forward to coming to school, and take part in lessons and activities with energy and enthusiasm. This positive approach makes a significant contribution to their learning. Pupils often eagerly participate in question and answer sessions, they listen well to adults and to each other, and are confident in their responses. For example, in a circle time lesson at Year 1, all the pupils introduced themselves and the pupils on either side of them, and spontaneously offered generous comments about others, which were both graciously given and received. Pupils tackle their work with interest and motivation, and apply very good levels of concentration and effort. Pupils' personal organisation and independence is strong, successfully encouraged by teachers' high expectations. They are quick to settle to activities, and many work at a good pace to complete their work. Pupils use equipment and resources sensibly in all classes. For example, in a mathematics lesson for reception pupils, they used and handled a wide range of materials and resources to make good progress in their understanding of common regular shapes and their properties. Consequently, by the time pupils reach Year 2, they effectively use more sophisticated equipment, such as hand lenses and microscopes in science to explore fruits and seeds. They also complete independent research, for example exploring information on the computer for a topic on animals.

11. Behaviour is very good, and pupils are friendly, polite and respectful. Once again, many parents endorsed this strength. Since the previous inspection the school has developed an appropriate behaviour policy, and there are also good systems for sharing and rewarding positive behaviour and achievement, for example in the effective use of praise and encouragement, and at assemblies and sharing times. Pupils are largely well managed and, as a result, demonstrate positive and in some cases warm relationships with the teacher, and respond well to class routines and expectations. Both in lessons and particularly around the school, pupils are co-operative and mature with only occasional lapses into restlessness or rudeness. They work well together and willingly take on responsibility, for example taking collections at school church services, operating the tape for assembly and setting out equipment for recorder sessions. They also look after younger children during pre-school visits, and are very helpful towards those pupils with special educational needs.

**There are high levels of support for pupils' care and welfare, including those with special educational needs:**

12. Many parents commented on the school's caring, family atmosphere and personal touch. Within this small and intimate community, informal relationships are strong, staff know their pupils well and are responsive to their needs. These factors make a significant contribution to the good progress achieved by all pupils. Teachers are always accessible to parents at the beginning and end of the school day on the playground, to discuss any concerns. There are good child protection procedures in place, including the use of police to talk with pupils about personal safety issues. The effective use of circle time gives pupils a chance to air and discuss any problems and concerns.

13. Considerable care has been given to promote a safe working environment within an historic building, and the school carefully and positively addresses the issues this raises. Fencing and security have been improved, and pupils are given careful instructions about the restrictions of the outside space. First aid, accident and medical procedures are all carefully organised. Swimming is conspicuously well supervised by parents, and a swimming instructor is funded by the school's parents' association. The school has conscientiously sought advice from the local education authority to ensure that this area is as safe as possible when not in use. As a result of this high level of concern and care, pupils show conspicuous maturity about health and safety matters.

14. Since the previous inspection, the proportion of pupils with special educational needs has considerably increased, and particularly in terms of pupils with particular individual needs. Indeed, the school is developing a positive reputation within the area for its high levels of individual care for these pupils. For example, in a physical education lesson, clear limits about the use of apparatus were set for the safety for a particular pupil. Again, parents appreciate the benefits of a small school community for these pupils, and feel they have been very positively integrated. Targets on individual education plans relate well to the needs of each pupil, and cover a number of areas in addition to literacy. Reviews of progress are regular and involve all those supporting the pupil, and the school works closely with parents and outside agencies. In lessons, pupils are always included in activities, often very effectively. In many cases, teachers actively involve these pupils during discussion with patience and sensitivity. Support staff give close support and encouragement, for example during a literacy session by sitting a pupil opposite to a learning support assistant so that her actions could be easily copied. The headteacher is the co-ordinator for special educational needs, and manages this area of the school's well, giving considerable and increasing amounts of time to liaison with parents and outside agencies. Resources are good and effectively used. As a result of this provision, these pupils are making good progress.

**The school is effectively managed and supported by governors and staff, and the headteacher gives very strong leadership and commitment to work of the school.**

15. Good quality leadership and management have been maintained since the previous inspection. The headteacher is a hard working, thoughtful and committed leader. She is very well aware of the challenges faced by a small school, and approaches the management of the school, the planning of strategic priorities and the development of the curriculum and staffing team, with huge common sense and realism. Staff changes have been used to advantage, and she has willingly undertaken a whole class teaching role when necessary, and is effective as a teaching role model. There has been good improvement to the school since the previous inspection, most particularly illustrated by a considerable rise in standards in English, mathematics and science, and by a substantial increase in the number of pupils attending the school. Staff work closely and supportively together and the potential for future improvement is good. The governors are wholly supportive. They have conscientiously increased their knowledge and understanding of their role through training, and have played a major part in raising the school's profile within the community in order to increase the numbers of pupils attending the school. Budgetary constraints over recent years caused by low pupil numbers have been well handled.

16. As the staff is small, there is no senior management team, but since the last inspection the role of co-ordinator has been well developed for the core subjects, and particularly for mathematics and English. Although changes to staff have meant some changes to co-ordinators, the temporary need for part time staff has been used as a positive feature to provide the school with a greater range of subject expertise. The monitoring of teaching and learning, however, has of necessity been limited by financial difficulties, staff changes and by the headteacher having to take a full time teaching role for the Autumn term of this current school year. However, informal liaison is strong amongst staff, and formal staff meetings are well used, for example to moderate pupils' work. The school has also looked appropriately at national guidance material in order to develop foundation subjects further and prepare for the new National Curriculum requirements from September 2000. All staff contribute much time and commitment to the school, including the administrative officer who also runs a lunch time football session three times a week, and a recorder group. Learning supportstaff are well trained and qualified, and all give effective support to pupils.

17. The governing body is well organised and informed about the school's work. Key governors play a substantial monitoring role, for example in relation to the Literacy Strategy and to the budget. They regularly visit the school, and both literacy and numeracy lessons have been observed. A range of expertise amongst its members is actively sought and effectively used, for example in financial management and monitoring. The governors have made good progress in further developing their role since the previous inspection, although they are aware that more needs to be achieved in relation to their review and evaluation of the school's work and standards. The school's aims are generally well met in its work, particularly with regard to thoughtfulness and respect for others, to learning being enjoyable and stimulating, and to the acquisition of basic skills.

18. Administrative and financial systems are very efficiently organised, and parents at their meeting before the inspection expressed their appreciation for the support provided by the school's administrative staff. The principles of best value are satisfactorily applied, particularly in the use of resources and equipment.

## **WHAT COULD BE IMPROVED**

**The quality of writing experiences for all pupils, so that they are encouraged to create lively and interesting independent written work, for a greater range of purposes:**

19. Although overall standards are well above national expectations in English, pupils do not achieve such high standards in the content of their independent writing as they do in reading, speaking and listening and the more formal elements of writing. No pupils achieved the higher Level 3 in the national tests for writing in 1999, and the school's unconfirmed results of the most recent tests for this year show the same picture. The school is well aware of this issue and is highlighting it as a major area for improvement in its strategic planning. It has also set a target for pupils achieving Level 3 in writing for next year's national tests, but this target is not sufficiently challenging.

20. The written work of higher- and middle-attaining pupils at Year 2 show sparks of potential liveliness, for example in alliterative pieces. Higher-attainers extend sentences well with a varied use of common connectives, and create interest with the use of different ways to start these sentences. However, much of the content of pupils' work is mundane, and often limited in length. Whilst pupils are often encouraged to write stories, and sometimes poems and letters, the range of written work is limited, both in English and in other subjects. Too much work is completed on worksheets, which give limited scope either for individual, independent responses and or for writing at length. Occasionally in literacy lessons, potential opportunities to develop writing themes are missed, and subsequent worksheet activities lack challenge. In the reception class, writing and role-play areas are not developed and used imaginatively to encourage these younger children and pupils to write in real and exciting contexts.

21. Whilst the school carefully analyses its national test and assessment data and regularly looks at pupils' work to assess achievement in terms of National Curriculum levels, there are no formal assessment procedures for tracking pupils' achievements in writing. Neither has the school yet to sufficiently establish ways in which they can give identified higher-attaining pupils appropriate, focused support to improve their achievement. Staff maintain their own systems for keeping ongoing notes about individual pupils' progress, but although these contain much detailed information, they are predominantly about the formal elements of writing, and have little about the quality of the content. A revision of present assessment and monitoring practices is part of the school's strategic plan. English has been conscientiously co-ordinated and monitored both by staff and governors, particularly with regard to the implementation of the National Literacy Strategy. Most staff have been observed teaching, and feedback has been provided. However, disruptions to staffing during this year have meant that not all teachers have been fully supported. Again the school is aware of this, and has plans already in place to ensure that this support is put in place as soon as possible.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

To improve the standards of work and pupils' achievement in writing, the governors, headteacher and staff should:

- provide more opportunities for interesting and lively independent writing in English and in other subjects, including the use of writing and role-play areas for the youngest children;
- increase the range of styles and purposes for which pupils write in all subjects;
- decrease the amount of work completed on worksheets;
- introduce whole-school assessment systems for tracking pupils' progress in all aspects of writing;
- develop systems for providing targeted individuals and groups of pupils with focused support;
- monitor the quality of teaching and learning in all classes.

*(paragraphs: 19 - 21)*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	18

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
		75	25			

*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-Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	66
Number of full-time pupils eligible for free school meals	N/A	8

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR- Y2
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	7

#### **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	3
Pupils who left the school other than at the usual time of leaving	2



## Attendance

### Authorised absence

	%
School data	6.1
National comparative data	5.4

### Unauthorised absence

	%
School data	0
<i>National comparative data</i>	0.5

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

## Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	99	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	7	7	7
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	94 (91)	94 (82)	94 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	7	7	7
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (88)	94 (94)
	National	82 (80)	86 (85)	87 (86)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	42
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

***Teachers and classes*****Qualified teachers and classes: YR -Y2**

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	22:1
Average class size	22.0

**Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	52

***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 if pupils of compulsory school age, which may be different from the number of pupils excluded.*

***Financial information***

Financial year	00/01
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	£
Total income	179108
Total expenditure	185950
Expenditure per pupil	2817
Balance brought forward from previous year	11212
Balance carried forward to next year	4370

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	56
Number of questionnaires returned	34

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	62	32	0	0	0
Behaviour in the school is good.	68	29	0	0	0
My child gets the right amount of work to do at home.	50	41	3	3	0
The teaching is good.	68	29	3	0	0
I am kept well informed about how my child is getting on.	41	47	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	79	18	3	0	0
The school expects my child to work hard and achieve his or her best.	71	24	3	3	0
The school works closely with parents.	59	35	3	3	0
The school is well led and managed.	71	26	3	0	0
The school is helping my child become mature and responsible.	74	24	0	0	0
The school provides an interesting range of activities outside lessons.	32	29	18	12	0

### **Summary of parents' and carers' responses and any other issues**

Parental satisfaction has improved since the previous inspection. Letters and questionnaires were positive, and particularly so in relation to the children's desire to come to school, the school's high expectations, leadership and management and how well the school helps children to become mature and responsible. However, many parents had reservations about the range of activities available outside of lessons, although some recognised the hard work of staff in providing what was on offer within the limitations of a small school.

It was clear that parents appreciate the caring, family ethos of the school, and many letters spoke warmly of good progress made by their children and the commitment and good teaching ability of staff. However, a few letters and comments expressed concern about the lack of information about children's progress, particularly in relation to the number of parents' evenings, the dearth of

information about the curriculum, and also about under achievement. Inspection evidence found the quality of information for parents to be generally satisfactory. However, whilst the school holds formal meetings with parents in the Autumn and Summer terms, there are no such arrangements during the Spring term to allow parents to follow up on any issues or concerns during the year. Inspection evidence found all pupils to be achieving well, but less so in relation to the content of written work. Only a very few parents felt uncomfortable about approaching the school with concerns, which is an improvement on the findings of the last inspection.