

INSPECTION REPORT

KISLINGBURY C of E (VC) PRIMARY SCHOOL

Kislingbury

LEA area: Northamptonshire

Unique reference number: 121980

Headteacher: Miss Helen Hollwey

Reporting inspector: Mrs Julie Moore
8710

Dates of inspection: 22nd – 23rd May 2000

Inspection number: 190428

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 |
| Gender of pupils: | Mixed |
| School address: | High Street Kislingbury Northampton |
| Postcode: | NN7 4AQ |
| Telephone number: | 01604 831172 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr M Upton |
| Date of previous inspection: | 10 th November 1996 |

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|------------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kislingbury Church of England Primary School is a Voluntary Controlled school in the diocese of Peterborough. It is located in the small village of Kislingbury, which is quite close to the boundary of Northampton itself. Most of the children live in the village and there are 54 boys and 78 girls who attend the school, which is smaller than many other primary schools. At the time of the inspection four children were under five years old. Only two pupils in the school do not speak English at home and only one of these is at an early stage in learning to speak English. The proportion of pupils with special educational needs is broadly average and there are no pupils with statements of special educational need. The number of pupils who are entitled to free school meals is well below average, but not all families acknowledge their entitlement. When most of the children start school their attainment is about average, with a minority of children who are below this level.

HOW GOOD THE SCHOOL IS

Kislingbury is a very good school. It is very well led and the governors, headteacher, and all the staff are determined that the pupils will meet the highest standards they are capable of reaching. Everyone works together as an effective team, the teaching is very good, and these are the main reasons that standards are so high. By the time the pupils are 11 their standards are well above average and steadily increasing. The school is progressing faster than other primary schools in the country. Governors and the senior managers look after the money that is available to the school very well indeed, and the school gives very good value for money.

What the school does well

- The school maintains high standards, especially at Key Stage 2.
- The quality of the teaching and learning is very good, and the planning is excellent.
- There are many strengths in the leadership and management of the school, which is very good overall.
- There is a rich curriculum that is broad and balanced and which is spiritually uplifting.
- The positive and caring ethos promotes the pupils' excellent attitudes to their work and their personal development.

What could be improved

- Pupils have different experiences of information and communications technology. The inconsistency results in standards that are not as good as in other subjects.

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 November 1996. It was felt that the school had many strengths but there were three main areas that needed improving. The three key issues required the school to:

- increase the breadth of the curriculum for pupils under five in the linguistic and literary, physical, aesthetic and creative areas of learning
- increase the range, quality and quantity of learning resources through continued implementation of the current long term plan
- improve consistency in pupils' learning, particularly at Key Stage 2 by linking teachers' planning more closely to their assessment of pupils' prior attainment

Three and a half years later, the school has made good progress. There has been a considerable input of time and resources into providing a suitable curriculum for the under-fives, which is now in place. The children's progress is tracked accurately and the tasks are planned so that each child has the most effective learning experiences. Resources are appropriate, and the best use is made of the indoor and outdoor space. Governors have tackled the resource issue by following a carefully planned programme for renewing and replacing resources. Money has been spent wisely to get the best value, and there is a good level of resources to support learning throughout the school although the pupils in Key Stage 1 would benefit from more computers in their area. Teachers' planning is

excellent across the entire school and is now a strength. Very good progress has been made here. Assessments are accurate, and teachers make the best use of assessment information so that work is well matched to the levels at which the pupils are working. Pupils are more independent than they were, and issues linked to the information and communications technology (ICT) curriculum at the upper end of the school have been tackled successfully. Work still needs to be done in this subject lower down the school, but plans are in hand and the issues have been identified.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | E | A | B | C | well above average A above average B average C below average D well below average E |
| mathematics | C | A | A | A | |
| science | D | A | A* | A* | |

Standards are one of the main strengths of the school and the teachers get the very best from their pupils. In their first few years in school all the pupils make good progress, and standards are around average by the time they are seven. At Key Stage 2 progress accelerates rapidly so that by the time the pupils are 11 their test results show that standards are well above average in mathematics, they are average in English, and in science they are very high, and in the top five per cent in the country. Standards in religious education and ICT are sound for both the seven and eleven year olds. The standards reached at the last inspection have been maintained and improved, especially at Key Stage 2. The school is improving at a faster rate than other schools in the country. Its targets are challenging but achievable. Weaker areas are identified and tackled immediately so that no time is wasted.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Excellent. Pupils enjoy coming to school and learning. They try very hard to do their best, and they succeed. |
| Behaviour, in and out of classrooms | Very good. Pupils behave very well during lessons and at break and lunch times. This is a key reason why standards are so good. |
| Personal development and relationships | Excellent. Pupils demonstrate high levels of respect for their teachers, other adults and each other. They have a mature and responsible approach to their work and play and this helps to maintain high standards. |
| Attendance | Very good. Pupils want to come to school and they are punctual. |

In every class the pupils try hard, they are well motivated and they want to succeed. Their all round development is handled very well and they are adept at helping and supporting each other. Pupils are polite and considerate towards each other and to adults. They respond well to the high standards which are set for their behaviour, and they relish taking on increased responsibilities. School is enjoyed and the pupils are happy to be there.

TEACHING AND LEARNING

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

The quality of teaching has improved significantly from the very high standards it reached at the last inspection. Last time the teaching was deemed to be very good overall, and in one third of the lessons the teaching was very good or excellent. This time the teaching was very good or excellent in 67 per cent of lessons, good in 28 per cent and satisfactory in five per cent. There was no unsatisfactory teaching. The quality of learning closely matches the teaching and is very good. Every teacher taught at least one very good lesson. Basic reading, writing and numeracy skills are well taught, with some very good and excellent teaching in English and mathematics at both key stages. This is why standards are so good. Lessons get off to a brisk start, with question and answer sessions to find out how much the pupils have remembered from last time. Their attention and interest are aroused quickly, and pupils check back on their existing knowledge, using this information to sort out queries or to consolidate previous learning. No time is wasted and the lessons move forward briskly. Work is well planned and targeted so that the higher, average and lower attaining pupils work at the right levels. The best use is made of assessment information so that the work is well matched to the levels at which the pupils are working. This is very good progress since the last inspection and the key issue for that time has been successfully tackled. All the teachers have high expectations of what the pupils are capable of achieving and this raises standards all round. Teachers know the subjects well and they are properly taught. The only gap is in ICT where the teachers do not have the same levels of knowledge. When this happens the pupils' learning is inconsistent. Pupils with special educational needs, and those who do not speak English at home are taught as well as the others. The under-fives follow an appropriate curriculum for their age and they are very well taught.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Very good. The curriculum is rich, broad and balanced. There are good links between the subjects and a good range of extra-curricular activities. |
| Provision for pupils with special educational needs | Good. Pupils' work is carefully planned and they receive good support from the classroom assistants and the special educational needs co-ordinator. |
| Provision for pupils with English as an additional language | The teaching staff at Kislingbury and the local secondary school give good support and this helps the pupils to make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Pupils work very well together and they help and support each other. They clearly know right from wrong and their spiritual development is excellent. Their understanding of their own and other cultures is good. |
| How well the school cares for its pupils | The school cares for all its pupils extremely well by using the very good systems which are embedded in the day to day life of the school. |

The headteacher, staff and governors are committed to providing a rich and varied curriculum, and they are successful. Reading, writing and mathematical skills are developed successfully across a range of subjects. Art and drama have a high profile and standards are very good. The curriculum gives all the pupils many good opportunities for learning successfully and achieving high standards.

The only exception is in ICT where pupils' experiences vary, but standards are at least sound throughout the school. The pupils are very well cared for. Their work and their personal development are tackled successfully and checked out thoroughly, and this helps them to reach high standards all round.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | This is very good. The headteacher provides very clear leadership and direction for the school. She is well supported by a committed strong team of teachers and support staff. |
| How well the governors fulfil their responsibilities | Governors work closely with the headteacher and senior managers, and they carry out their responsibilities effectively. They have a secure grasp of the finances and there are now sufficient resources. |
| The school's evaluation of its performance | Very good. A wide range of information is analysed and acted upon and standards are improved. |
| The strategic use of resources | Very good. The school uses its resources effectively so that it gets the best value for money. The mixed-age classes make the best use of the financial and teaching resources which are available to the school. |

The quality of the leadership is one of the main strengths of the school. Everyone works together very well indeed, creating an effective learning environment in which the pupils want to learn and do their best. This has a positive impact on standards and teaching. Very good management systems have been put in place and these help everyone to work efficiently. Teaching and learning are monitored effectively, and good progress is made towards achieving challenging targets. The atmosphere in every class is positive and caring. Parental concerns about the mixed age classes are unfounded. Standards are equally high for all the pupils and this type of organisation makes the best use of the financial and teaching resources that are available to the school. There are good procedures in place to make sure that the school gets good value for the money it spends. All of the issues raised in the last report have been tackled systematically and good progress has been made.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Pupils make good progress and their behaviour is good. • The teaching is good. • The school is approachable. • Pupils are expected to work hard and to do their best. • Pupils are helped to become mature and responsible. | <ul style="list-style-type: none"> • The amount and range of homework. • The management of the school in respect of the mixed-age classes. • The provision of activities outside lessons. |

Inspection findings support the positive views of parents. Inspectors do not agree with parents' views on homework, the range of extra-curricular activities, and the issues arising from the mixed-age classes.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school maintains high standards especially at Key Stage 2.

1. When the pupils start school at Kislingbury their standards are about average or just below. Very few children have attended a nursery before coming to school, but many of them have attended a playgroup for one or two mornings each week. They get a good start to their school life and they make sound progress, with many of them reaching the standard expected for five-year-olds. In previous years the seven-year-olds attained average standards in the main subjects of writing and mathematics, and below average standards in reading. When compared to schools with a similar intake of pupils they did not do so well. However there have been good improvements, which have been brought about by some impressive teaching. Indications from preliminary results for this year are positive, and standards have apparently improved all round. Challenging targets have been met. Standards in religious education and ICT are sound for both the seven and the 11 year olds.
2. Year 2 pupils are secure in their knowledge and understanding, and they learn effectively because they have been well taught. The Key Stage 2 teachers build on this earlier learning very well indeed. Standards rise rapidly and very good progress is made so that by the end of Year 6 standards are very good and well above average in mathematics. They are even higher than this in science and are in the top 5 per cent in the country. Overall standards in English are good and above average, with higher attaining pupils reaching well above average standards.
3. In English the higher attaining pupils in Year 6 are confident in all aspects of their work. They use a wide range of vocabulary and different phrases in their discussions, and they are fluent in their use of standard English. In an excellent lesson focusing on dialect they studied and read the Scottish poem *Edward, Edward*. The teacher drew the pupils' attention deftly to the ways in which the poet achieved greater meaning through the use of dialect, constantly comparing and contrasting the use of dialect and standard English. Higher, average and lower attaining pupils all contributed to the discussions, and all of them understood that in this case dialect "was better than standard English because it helped the poet to get across his ideas more clearly".
4. By the end of Year 6 the pupils can read a range of texts fluently and accurately including Shakespeare, novels, modern drama and poetry. They can pick out the main points or themes in their reading material and they know how authors present their ideas and develop a plot. Their own writing is varied and interesting and work is well presented. Pupils use a range of vocabulary in both their factual and imaginative writing, and there are some good links with other subjects such as in their writing about alcohol abuse and about life during World War 2. Lower attaining pupils have weaknesses in their punctuation and when using capital letters.
5. In mathematics the higher attaining pupils have a firm grasp of negative numbers. They use a range of methods for solving complex problems successfully, and they competently use and convert fractions to decimals and vice versa. Average and lower attaining pupils can change two-dimensional shapes by using symmetry. Higher attainers are very accurate at drawing and measuring a range of angles to the nearest degree. All of the pupils confidently use their numeracy skills in other subjects such as in science when measuring their pulse rates, and in geography when recording temperature and creating a graph. Whatever level the pupils are working within, their understanding is secure, they check their results in different ways, and they try out their own mathematical ideas willingly. This is a good improvement since the last inspection when pupils were not given enough opportunities to do this kind of activity.
6. Science is one of the many strengths of the school and standards are among the highest in the country. This is because the subject is very well taught, the teachers have high expectations of what the pupils are capable of achieving, and the pupils are well motivated and keen to learn. Many of them make suggestions about how to set up their investigations; they fully understand all aspects of "fair testing", and they know the importance of recording their findings and interpreting them accurately. This is good progress since last time when science investigations were not

always undertaken effectively by the pupils.

7. There are many examples where the pupils' earlier learning is extended and developed. A good example occurred in recent work on investigating soil samples to find out how long it takes for water to permeate through each sample. Previous work on solubility and permeability enabled the pupils to set up their investigation and arrive at their conclusions speedily. All pupils know about the importance of diet and healthy eating, they know that plant leaves and sunlight are essential for healthy plant growth. Average attaining pupils know the function of a switch in an electrical circuit and they can illustrate this in circuit drawings where they demonstrate how bulbs can be made brighter or dimmer.
8. Standards reached at the last inspection have been maintained and improved, especially at Key Stage 2. The school is improving at a faster rate than other schools in the country. Its targets are challenging but achievable, and the teachers are skilled at making sure that all their pupils progress at a cracking pace. No time is wasted.

The quality of teaching and learning is very good, and the planning is excellent.

9. This is another of the school's main strengths. Starting in the reception class, the lessons are very well planned, as they are in every other class. The best use is made of assessment information so that the work is well matched to the levels at which the pupils are working. This was a key issue last time and very good progress has been made. Teaching is very good, and this means that learning is effective for all groups of pupils throughout the school. A small number of parents expressed concerns that some of the brighter pupils in the mixed age classes are held back. This is not the case. The consistently high quality of the teaching, the good pace of the lessons, the teachers' knowledge of the subjects as well as their high expectations of what the pupils are capable of achieving, are all factors which lead towards high standards and effective learning.
10. Work for the youngest children is based on the appropriate curriculum and there is a good range of suitable tasks for them to do both indoors and outdoors. The teachers assess the children's standards accurately when they start school. Their progress in personal and social development, as well as their academic learning, is evaluated carefully and tracked, and tasks are planned so that each child has the most effective learning experiences. This was a key issue at the last inspection. It has been tackled well, and good progress has been made in improving the curriculum for the under-fives. As the children become five their work moves successfully into the National Curriculum and all of them make good progress.
11. During the inspection there were many instances of very good and excellent teaching. Every teacher taught at least one lesson that was very good. Pupils with special educational needs and those who do not speak English at home are taught as well as the others. A good example with a group of lower attaining under-fives focused on the development of mathematical language and counting. Different shells were hidden in the sand and the children had to find them and put them in a box. The very good use of terms such as "under", "next to", "on top", "inside", "outside", helped the children to extend their understanding as well as their vocabulary. Once found, the shells were put in a box to be counted, and then "counted in your head without touching the shells". This was a challenge, but with some help from their teacher the children managed to achieve this. Their previous learning was extended successfully.
12. Another very good example occurred in a Year 2 English lesson when the higher attaining pupils were using a text about hedgehogs to identify key words about the hedgehogs' habitat. Their teacher had very high expectations about their behaviour and standards. The pupils knew what was expected and they rose to the challenges set for them, asking intelligent questions and increasing their knowledge and understanding very well indeed. The pupils made very good gains in their learning because the teacher paid good attention to developing the pupils' skills. She encouraged them to use their spelling list and their dictionary to find out the meaning of new words such as "spines". They developed early skills of note-making as they extracted relevant information from the text and recorded it in an organised manner. All the groups in the class were equally challenged by their different activities, and they made very good progress.

13. Lessons always start briskly, especially literacy and numeracy, frequently with a quick question and answer session to find out how much the pupils have remembered from last time. Pupils are keen to answer, they are alert and interested. A very good Year 6 ICT lesson began briskly, with a clear explanation of the tasks to be done. Pupils' questions were clear and articulate so that any queries were sorted out right at the beginning, and this helped the lesson to get off to a good start. Higher attaining pupils were involved in a revision activity, creating sets of instructions for their computers successfully, and being very aware of the need for accuracy and precision so that they control the output from their computers. The pupils drew on their previous knowledge, putting it to good use so that their learning was consolidated. Average and lower attaining groups needed help with this task. The teacher gave sensitive support, which allowed their learning to progress very well so that by the end of the lesson these groups could program their instructions accurately. They knew why their earlier attempts were unsatisfactory.
14. Another challenging activity focussed on using Logi-blocks to control different electrical circuits. This activity was very well planned at every level. The excellent planning enabled the pupils to experience a challenging task which involved them in co-operating with each other, sharing their ideas and thinking through their explanations before sharing them to their partner. Learning was immediate and effective, the pupils modified their tasks to take on board new thinking and ideas, and their standards improved all round. Weaknesses at the end of Key Stage 2, which were identified in the last report, have been overcome. Here the teaching has improved and there are no gaps in the pupils' use of information technology. This is not always true lower down the school where the pupils have different experiences of ICT. The school has already identified this and it is a priority area for development.

There are many strengths in the leadership and management of the school, which is very good.

15. Governors, the headteacher and all the staff work closely together to create a very effective school, which does its best for the pupils in its care. The team spirit is excellent and everyone shares the headteacher's clear vision of the way forward. High standards are achieved, and standards continue to rise. Pupils' behaviour is very good, they want to learn and do their best, and the team has created a rich and stimulating learning environment in which all the pupils thrive. The high quality of the headteacher's leadership is a key factor in the school's success.
16. Very good management systems have been put in place and these enable everyone to work efficiently. Ideas are shared and new initiatives such as the literacy and numeracy strategies are taken on board and evaluated thoroughly so that standards do not slip. Effective monitoring of teaching and learning takes place so that weakness can be identified promptly and dealt with. All of this ensures that the school is an effective working environment, with the positive and caring ethos being maintained in every class. Targets are set and progress towards meeting the targets is carefully monitored by the headteacher and the senior management team. This helps all the boys and girls, whatever their prior attainment or background, to have a secure understanding of what they have to do. Some parents are concerned that the school's leadership is not tackling the issue of the mixed age classes to their satisfaction. Inspection findings show that the mixed age classes make the best use of the financial and teaching resources that are available to the school.
17. Issues raised at the last inspection have been tackled with rigour, and good progress has been made. The under-fives now have a broad curriculum, which is suitably planned for them. Governors have a rolling programme for renewing and replacing resources. This is carefully costed so that the priorities are achieved within the current spending plans and the school gets good value for the money it spends. The only gaps in the resources are at Key Stage 1 where the pupils would benefit from more computers in their area. Very good progress has been made in improving the consistency of the pupils' learning, especially at Key Stage 2 but also at Key Stage 1 as well. The quality of planning is excellent and it is now a strength of the school. Planning is securely based on assessment information and the tasks which are planned for the pupils are challenging, and they extend their learning. Other issues such as not enough opportunities for the pupils to learn independently, and weaknesses in the ICT curriculum have both been tackled. Independent learning is no longer an issue as there are many successful examples of the pupils working independently in many subjects. There is still work to be done in developing ICT

throughout the school.

There is a rich curriculum which is broad and balanced and which is spiritually uplifting.

18. The provision and maintenance of a rich and varied curriculum, which is broad and balanced, is of the utmost importance to the school. It is extremely successful in achieving this. The starting point is the school's main aim, which is to develop each child to his or her full potential. Great store is set on achieving high standards, and the curriculum reflects this with due emphasis placed on literacy and numeracy. These skills are developed in other subjects, such as history, where the pupils use primary and secondary sources to extend their knowledge and their learning about Ancient Egyptian civilisation. In geography they use their numeracy skills well when they are working out distances between places on the map.
19. Visits to places of educational interest, such as the Butterfly farm at Stratford, Twycross zoo, and the Millennium dome, take place at regular termly intervals. Pupils in Years 5 and 6 also take part in a residential "Action adventure ICT course" at Cromer every two years. These visits develop social skills and positive interaction with each other, extend the pupils' knowledge and understanding about the topics covered, and help to make learning more fun. An interactive history day which was based around the Roman invasion of Britain, and a theatre workshop and production of *The Owl who was Afraid of the Dark*, extend the pupils' learning through their role play and involvement very well indeed. The basic curriculum is enriched, and the pupils use and apply their existing knowledge in a range of situations outside the classroom. This helps the already high standards to be improved even further.
20. Art and drama have a high profile throughout the school, and are another strength. The standard of art work is very good, with some excellent interactive displays. Pupils take a great deal of pride in their work, which covers two and three-dimensional tasks using a range of media. Work from different cultures and periods is studied and explored effectively. Drama ranges from simple role-play to Shakespeare, and the genre is well covered in every class. Pupils are confident when participating in drama, which is enjoyed to the full.
21. Sport is enjoyed by all, especially the after-school activities which include football and netball. Other out of school activities include recorder groups (various levels), hand chimes, choir, computers, visits to museums, art galleries, concerts and plays. No evidence was found to support parents' views about the limited range of out of school activities, and those on offer cover a broad spectrum to suit all tastes.
22. The strong Christian ethos is evident throughout the school. Spirituality is developed exceptionally well across the whole curriculum but especially in art and in music and in the Act of Collective Worship. In worship the current focus on God's wonderful world enabled the pupils to observe the colour spectrum through water and in large bubbles. Questions such as "Why do we have colours in bubbles?" involved the pupils in explaining their ideas to the rest of the school, with the strong spiritual dimension being shared by everyone. Time for quiet reflection and prayer gives the pupils an opportunity to have moments of personal peace in their busy days.

The positive and caring ethos promotes the pupils' excellent attitudes to their work and their personal development.

23. High standards in the pupils' personal development are achieved in many ways, most of which are embedded through all aspects of the curriculum and school life generally. The achievement assemblies are linked to good citizenship, attitudes to work, independence and respect for others and property. The "buddy" system, whereby Year 6 pupils support and look after reception children, and the rota of school responsibilities, all contribute successfully to the personal development of the boys and girls.
24. A very small minority of parents who attended the pre-inspection meeting felt that a more "businesslike" atmosphere has replaced the "family" atmosphere in the school. Inspectors found that the school is a very effective organisation, which does well for its pupils. This in no way detracts from the positive and caring ethos, which permeates every aspect of the day to day life

of the school and promotes high standards and effective learning. The atmosphere within the school is orderly, calm and happy.

25. Pupils are keen and eager to learn because the teaching is challenging and lessons are interesting, and this is why standards are so high. Pupils listen carefully to their teachers and each other, and question and answer sessions are responded to in a sensible and mature way. Without exception, the pupils show a willingness to apply themselves to the tasks in hand and they try hard to do their very best. School is enjoyed and the pupils are happy to be there.

WHAT COULD BE IMPROVED

Pupils have different experiences of information and communications technology. The inconsistency results in standards that are not as good as in other subjects.

26. Good progress has been made since the last inspection in tackling the issues linked to the ICT curriculum at the upper end of Key Stage 2. Standards are sound at the end of both of the key stages and the Year 5 and 6 pupils are secure in their ability to handle information. They can amend and interrogate stored information as well as framing the correct questions so that they find out what they need to know. The higher attaining pupils can create a set of instructions to control events, and although the other pupils are not yet at this level they can follow a predetermined set of instructions to control events.
27. Pupils have different experiences of ICT as they move through the school. Gaps have not always been picked up because there is no whole school system for checking what has been learnt. Some of the pupils have home computers and this group are mostly competent users of ICT. Other pupils do not have a computer at home and their skills are limited by comparison. Pupils' computing skills are developed in each class but as yet there is little cohesion throughout the school. What is missing is a system whereby pupils' ICT skills are charted and recorded so that any gaps are quickly and speedily identified. There is a need for staff training so that the teachers' knowledge and understanding of ICT is developed consistently. This whole area of ICT is a priority on the school's development plan and the school is well placed to move forward with confidence and success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The school should now:

- (1) Put in place a programme of staff training so that all the teachers have a common understanding of ICT.
- (2) Identify when and how the pupils' skills in information technology are to be developed.
- (3) Improve ICT hardware provision, especially at Key Stage 1.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 22 |
| Number of discussions with staff, governors, other adults and pupils | 17 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 10 | 57 | 28 | 5 | 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) | | 132 |
| Number of full-time pupils eligible for free school meals | | 4 |

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 | | 27 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 9 |
| Pupils who left the school other than at the usual time of leaving | 3 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 2.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 | 11 | 10 | 21 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 7 | 9 |
| | Girls | 10 | 10 | 10 |
| | Total | 18 | 17 | 19 |
| Percentage of pupils at NC level 2 or above | School | 86 (82) | 81 (88) | 90 (95) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 9 | 9 |
| | Girls | 10 | 10 | 10 |
| | Total | 18 | 19 | 19 |
| Percentage of pupils at NC level 2 or above | School | 86 (82) | 90 (94) | 90 (88) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 11 | 9 | 20 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 11 | 11 |
| | Girls | 8 | 8 | 9 |
| | Total | 17 | 19 | 20 |
| Percentage of pupils at NC level 4 or above | School | 85 (86) | 95 (86) | 100 (95) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 7 | 7 |
| | Girls | 7 | 7 | 7 |
| | Total | 13 | 14 | 14 |
| Percentage of pupils at NC level 4 or above | School | 65 (64) | 70 (73) | 70 (82) |
| | 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 | 0 |
| Any other minority ethnic group | 2 |

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) | 5.4 |
| Number of pupils per qualified teacher | 24.4 |
| Average class size | 26.4 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 48 |

Financial information

| | |
|----------------|---------|
| Financial year | 1999/00 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 215410 |
| Total expenditure | 219970 |
| Expenditure per pupil | 1653 |
| Balance brought forward from previous year | 17177 |
| Balance carried forward to next year | 12617 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 130 |
| Number of questionnaires returned | 46 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 43 | 2 | 2 | 0 |
| My child is making good progress in school. | 39 | 54 | 4 | 0 | 2 |
| Behaviour in the school is good. | 50 | 46 | 4 | 0 | 0 |
| My child gets the right amount of work to do at home. | 28 | 52 | 17 | 0 | 2 |
| The teaching is good. | 52 | 46 | 2 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 39 | 48 | 11 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 30 | 9 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 59 | 35 | 4 | 0 | 2 |
| The school works closely with parents. | 30 | 54 | 4 | 11 | 0 |
| The school is well led and managed. | 28 | 48 | 13 | 4 | 7 |
| The school is helping my child become mature and responsible. | 37 | 59 | 2 | 2 | 0 |
| The school provides an interesting range of activities outside lessons. | 15 | 41 | 30 | 9 | 4 |

Other issues raised by parents

Parents feel that there are more resources in the school than there were at the last inspection. A small minority of parents felt that their children were held back because they were in mixed age classes. Other parents felt that their children did well in the mixed age classes.