

INSPECTION REPORT

SCAMBLESBY CE PRIMARY SCHOOL

Louth Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120584

Headteacher: Mrs R Cooper

Reporting inspector: Mr Chris Rhodes
16408

Dates of inspection: 5th –7th July 2000

Inspection number: 190487

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
School category:	Voluntary Controlled
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Old Main Road Scamblesby Louth Lincolnshire
Postcode:	LN11 9XG
Telephone number:	01507 343629
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K W Turbin
Date of previous inspection:	26th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
The quality of leadership and management is very good.	
The overall quality of teaching is very high. Teachers are very skilled in meeting the wide range of individual needs in mixed aged classes.	
Pupils' attitudes and behaviour are very good.	
Pupils' standards are above average in English, mathematics and science at the age of eleven.	
WHAT COULD BE IMPROVED	13
Standards in information technology are below the national expectation at the end of both key stages.	
There is no piped water in class 1 or secure external play area for the youngest children. Internal arrangements for the staff toilets are highly inappropriate.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scamblesby Church of England Primary School is a small rural school in the Lincolnshire Wolds, halfway between Horncastle and Louth. There are 72 pupils on roll. They come from the immediate area or nearby towns. Approximately one in five of the children have transferred to Scamblesby from other schools as a result of parental choice or because the family has moved to the area since they started full-time education. All pupils are of white United Kingdom origin and none has English as an additional language. Children start school with levels of attainment that are broadly typical for their age. The percentage of children with special educational needs is less than that found in most schools, none has a statement of special need and the proportion entitled to free school meals is well below average. There have been no exclusions.

HOW GOOD THE SCHOOL IS

Scamblesby is a good school. It is very effective because pupils reach above average standards in English, mathematics and science by the age of 11, their attitudes and behaviour are very good, the overall quality of teaching is very good and the school is very well led and managed by the newly appointed headteacher. The school gives good value for money.

What the school does well

- The quality of leadership and management is very good.
- The overall quality of teaching is very high. Teachers are very skilled in meeting the wide range of individual needs in mixed aged classes.
- Pupils' attitudes and behaviour are very good.
- Pupils' standards are above average in English, mathematics and science at the age of eleven.

What could be improved

- Standards in information technology (IT) are below the national expectation at the end of both key stages.
- There is no piped water in class 1 or secure external play area for the youngest children. Internal arrangements for the staff toilets are highly inappropriate.

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 1996. Overall improvement during the four years has been satisfactory. The standard of leadership and management remains high. Standards of attainment in mathematics and science have risen considerably. Attendance is better, the quality of teaching is much higher, the systems for monitoring and supporting pupils' academic progress and welfare are more effective, and the governing body is more involved in the strategic management of the school. Previous very high standards of children's attitudes and behaviour, and the quality of provision for their spiritual, moral, social and cultural development, have been maintained. The school continues to give good value for money despite the above average costs often found in very small schools. Standards have been maintained in English but are not nearly as high in information technology as they were previously. Some important aspects of the key issues identified in the previous report still need to be addressed. The external play and learning area for the youngest children has not been developed and there is no current whole-school development plan. The school's capacity for improvement is good, as the new headteacher has already demonstrated her skills in building effectively on the previous good standards and has carefully thought out plans to deal with current concerns about standards in IT and

the absence of a school development plan. She has the governors' active support and involvement in making these changes.

STANDARDS

1999 is the most recent year for which there are averages for eleven year olds' results in national tests. As there were less than ten children in Year 6, it is not realistic to compare their combined results with either national averages or with schools with a similar pupil intake.

Children under five make good progress and achieve the nationally expected targets for children of their age by the time they begin the National Curriculum. Their progress in physical and social development is limited by the lack of a secure external area for using larger or wheeled toys, and developing their imaginative and creative play. Achievement is above average because of the skilled teaching and the good role models provided by older pupils in the class.

Seven year old pupils are reaching standards in English and mathematics lessons that are in line with national averages. Standards in reading, speaking and listening are higher. Pupils are responding very positively to the new literacy and numeracy strategies, and are writing with an increasing accuracy and breadth of vocabulary. Their spelling is not as good as other aspects of their work. Their current level of achievement is higher than average because they are responding very positively to the teaching following a period of uncertainty and changes of teacher in September and January.

Eleven year olds are attaining above average standards in English. An encouraging number are achieving the higher level 5. Their writing is thoughtful and imaginative. Grammatical structures, including paragraphing, are used correctly but spelling is not accurate enough. The standard of reading is very high. Standards in mathematics are well above average because many pupils understand mathematical processes intellectually. All have reached the national target of level 4 and many are working successfully at higher levels. An initial analysis of this term's national test results confirms the above average attainment seen in lessons and books, and indicates equally high standards in science. The school reached the target set for English and exceeded the target for mathematics. Target setting is realistic and challenging because it is based on a detailed understanding of individual pupils' abilities and potential.

Standards in information technology are below national expectations. The computers available for Year 2 have been taken off line as they are too old, and the school does not have the resources needed to teach the expected skills early enough. Year 6 pupils learn and use IT skills effectively, but are still catching up on the curriculum and have yet to reach the overall standard expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and enjoy their work.
Behaviour, in and out of classrooms	Very good. All children behave sensibly and responsibly in lessons, in the playground and when moving round the school.
Personal development and relationships	Very good. Children work well together. Their strong relationships with adults and their friends are based on mutual respect.
Attendance	Good. It is better than that found in most schools.

Pupils' very positive attitudes and very high standards of behaviour are a continuing strength of the school, and create a purposeful ethos for successful learning. Younger and older pupils learn from each other effectively in the mixed aged classes. They understand that some will be doing different work, but

enjoy and value their friends' success even if it is at a simpler level than their own. Behaviour in wet play times and on arrival in classrooms in the morning is noticeably good.

TEACHING AND LEARNING

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

The overall quality of teaching is very good, and has improved since the previous inspection. Eleven lessons were observed during this inspection. One lesson (9%) was judged as excellent, a further four (36%) were very good and six (55%) were good. The quality of teaching in English and mathematics is very good because teachers plan very carefully and enthuse the children with their own pleasure in writing imaginatively, reading and enjoying stimulating text, and rising to the intellectual challenge in mathematics. Planning is based on a very good understanding of the national strategies for literacy and numeracy, and on a detailed knowledge of pupils' current abilities. Very well organised lessons ensure that pupils from a wide range of ages and levels of understanding are given interesting and relevant tasks that make them work hard.

Most lessons start with a clear statement that tells children what they will be able to do or will have learned by the end of the session. This is an important improvement since the previous inspection. Questions are asked skilfully so that pupils think more deeply and give more thoughtful answers. The basic skills of literacy and numeracy are taught very effectively and pupils learn quickly. All books are marked. In the best examples, teachers include detailed comments that not only praise good efforts but also indicate how the work can be improved. Children want to learn, and corrections are completed efficiently. In the best lessons teachers make it very clear what standards they require. They include a variety of activities, and lessons have a pace and rigour that keeps pupils motivated and learning effectively for the complete session. On the few occasions when teaching could be stronger, explanations are too long or expectations are unclear.

Pupils learn very effectively because they are given well-planned opportunities to gain new knowledge or to develop their intellectual, physical or artistic skills. Learning is fun and they respond very positively to teachers' and their parents' clear expectations that they will work hard. Support staff make an important and skilled contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is very successful in designing and delivering a curriculum that meets the needs of all pupils, despite the wide range of ages, maturity and abilities in each class. Planning for IT is sound but the lack of suitable computers in Key Stage 1 limits its full implementation.
Provision for pupils with special educational needs	Good. The needs of higher and lower attaining pupils are included in all lesson plans. Extra individual help is given when necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Particular strengths lie in the many opportunities in lessons and assemblies for reflection, the well developed and implemented moral code, and the successful emphasis on good relationships and the role of the children within the class, school, village and wider communities.
How well the school cares for its pupils	There is a high level of pastoral care. Good use is made of assessment to ensure that all pupils are set work at the correct level, that their success is

	rewarded and that their difficulties are solved positively as part of the learning process.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The new headteacher has a very clear vision for the future successful development of the school. She leads firmly but sensitively. She has been very successful in forging a loyal and committed staff team to whom she is delegating considerable responsibility.
How well the governors fulfil their responsibilities	Good. The governing body is becoming far more effective and involved in planning the school's strategic direction. The need for a completely new three year school development plan has been recognised and is planned for the autumn.
The school's evaluation of its performance	The headteacher and staff monitor standards of teaching and learning regularly. The governing body is increasing the ways in which it measures how well the school meets its targets very effectively.
The strategic use of resources	Good. The job share in class 2 is very effective and pupils benefit from the strengths of both teachers.

The governing body is committed to the school, realistic in their assessment of its needs and keen to become more fully involved. Several success criteria in current subject action plans lack focus, which makes it harder for staff and governors to measure how well targets are being achieved. The school understands and applies the principles of best value effectively. The school office is well organised and is run very efficiently by the secretary.

There are a number of urgent improvements needed in the accommodation. There is no secure external play area or equipment where reception aged children can develop their physical and social skills; staff toilet facilities are inappropriately located; there is no direct water supply in the classroom for younger pupils and no Internet link to the library/learning resource area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel comfortable approaching the school with questions or a problem • Parents are pleased that children are expected to work hard and do their best • Parents welcome the ways in which pupils are helped to become mature and responsible • Parents think the school is well led and managed • The teaching is good 	<ul style="list-style-type: none"> • Some parents feel the school does not work closely enough with them. • Some parents would like to see the amount of homework increased

The inspection team agrees with parents' positive views of the school. They also considered the concerns very carefully and can reassure parents. The school is very open and several examples were seen during the inspection when parents received immediate and careful consideration. A recent newsletter went to a second edition as some parents requested more detail about the content of the first. The amount of homework is typical of most primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of leadership and management is very good.

1. The new headteacher has a very clear vision for the future development of the school. She has used the time since her appointment wisely in order to assess the many existing strengths in the school, and to plan with staff and governors how they can be developed over the next three years. She leads firmly but sensitively, and by setting very high personal standards. The strong working relationship between her and the senior teacher, and with the chair of the governing body, is a management strength of the school. They share a common purpose and put the children and their achievements first. The headteacher has a good sense of priority, and spent the first few months making sure that her own class was very well taught and organised, and that the National Literacy Strategy was fully implemented. She has been very successful in creating a loyal and committed staff team to whom she has started to delegate considerable responsibility.
2. Senior staff analyse the outcomes of national and other standardised tests for seven and eleven year olds very carefully. They use the information effectively to set realistic but challenging targets for each year group and for each individual pupil. They also look for areas of weakness so that the teaching can be strengthened. The current emphasis on writing in Year 2 is a direct result of such an analysis.
3. Subject responsibilities have been allocated recently to all staff. They are making detailed plans for raising standards further and implementing the new curriculum guidelines. The Information and Communication Technology (ICT) co-ordinator, for example, is very aware of concerns about current standards and is keen to make the best use of the school's planned involvement in the National Grid for Learning. The headteacher and all staff are involved in monitoring and evaluating the quality of teaching and learning in the subjects for which they have responsibility by checking the planning and through classroom observation. Staff are able to spread good practice, assess overall standards, plan for improvement and support colleagues in any area where they are less secure.
4. The governing body fulfils its responsibilities effectively and efficiently. They are fully aware of current standards and priorities through the headteacher's own detailed and informative termly reports, visits to classrooms, and the partnerships established between staff and governors linked to specific subjects. The governing body is becoming more involved in the strategic management of the school. The new finance committee oversees the detailed work of the headteacher and school secretary, and enables the governing body to have up-to-the minute advice on current budget issues and possibilities for future expense. Governors have detailed advice and information on which to apply the principles of best value. The governors' Annual Report to parents omits some of the required information.
5. The current school development plan is in abeyance. The new headteacher has taken advice from the local authority and has worked closely with staff and governors to create a new whole-school planning framework that will start in September. This will set out the school's direction for the next three years and will show how the budget will be used to the best advantage for the children's education. This development is very encouraging, as it will give staff, parents and governors a very clear idea of the school's future plans and how they will be achieved. Current subject development plans for literacy and numeracy are realistic and helpful practical documents, but many success criteria are too general for either governors or staff to use them as benchmarks to measure how well the school is doing. This also reflects concerns

expressed in the previous inspection report about the lack of focus in the success criteria in the main school development plan.

The overall quality of teaching is very high. Teachers are very skilled in meeting the wide range of individual needs in mixed aged classes.

6. The overall quality of teaching is very good, and has improved since the previous inspection. Eleven lessons were observed during the inspection. All the teaching was better than sound and none was unsatisfactory. The quality of teaching in one lesson was excellent, a further four were very good and six were good. The high quality of the teaching is an important reason why children learn so effectively and standards are above average.
7. The teaching is very good in each of the three classes, all of which contain pupils from a wide range of ability and age. Standards of achievement are high and children want to learn because the teaching is very well planned and organised. Staff know each pupil individually and give them challenging and interesting work at the correct level of difficulty, whatever their age or academic level. Pupils are taught in year groups when it is appropriate, and full account is taken of the relative maturity of the oldest and youngest in each class. The consistently high standards achieved in national tests for eleven year olds are clear evidence of the quality of the planning throughout the school, the appropriateness of the curriculum and the effectiveness of the teaching.
8. The teaching is very good in many individual lessons because teachers start with a clear statement that explains exactly what the pupils will have learned or will be able to do by the end of the session, and their own enthusiasm and secure understanding of the subject material makes children feel confident and interested. Good examples were seen in class 2 when the Tudors came alive through a study of their household inventories and when the joint enjoyment of a fairy story became an exciting radio play. Teachers are skilled in asking questions that check children's understanding but, more importantly, make the pupils think hard and reflect on what they want to say. Their answers become deeper and more thoughtful, they use 'technical' vocabulary correctly and the quality of their learning improves.
9. The National Strategies for Literacy and Numeracy have now been implemented in full, and teachers are making very good use of the materials. A good example was seen when Years 2 and 3 completed a piece of imaginative writing. They knew they had "to get under the skin of the character" and how to use exclamation marks in order to underline particular moments of drama. One Year 2 pupil said "I have used an exclamation mark because he is doing it so fast," illustrating that she had understood the teaching and could now use her new knowledge effectively in her own writing. Numeracy lessons contain a variety of related tasks that develop smoothly, as seen in class 3, from brisk 'quick fire' oral mental work to more complex paper exercises. Teachers have established very effective classroom routines so that pupils change quickly from whole class sessions to smaller group work, and a number of pupils receive a short period of intense skills teaching while the rest of the class are busy with written tasks. Effective use is made of selected commercial worksheets but teachers often supplement these with their own materials to meet the needs of particular groups. Teachers are quick to see when pupils need extra support. Pupils know how to improve because books are marked regularly. Older pupils, in particular, are given detailed written feedback that praises their success and suggests how they might develop their ideas.
10. The quality of teaching in English and mathematics is very good because teachers plan very carefully and enthuse the children with their own pleasure in writing imaginatively, reading and enjoying stimulating text, and rising to the intellectual challenge in mathematics. The basic skills of literacy and numeracy are taught very effectively and pupils learn quickly, as was seen

in a class 1 lesson on addition to 20. Pupils practised their understanding of the

routines for 'counting on' until they could visualise and add larger numbers in their heads. Pupils use the skills they have learned in literacy and numeracy lessons effectively in other subjects. Good examples include the scientific reports written by Year 6 and the skills shown by pupils in Year 2 and 3 when they wrote about the discovery of Tutankhamen's tomb or compared their own villages with Chembakoli.

11. Teachers evaluate the outcomes of each lesson very carefully and make notes on their planning. They use the information effectively to adjust later lessons so that extra time can be given for re-teaching a difficult concept or the pace can be increased if children are learning more quickly than expected. In the best lessons teachers make it very clear exactly what standards they require and how long the children have to complete the work. This focuses the children's minds and makes it easier for them to make progress. Learning is fun and staff and pupils often laugh together. On the few occasions when teaching could be stronger, explanations are too long and pupils become frustrated because they want to start work, or expectations are unclear and children work at a more relaxed pace because they do not know the target they have to reach.

Pupils' attitudes and behaviour are very good.

12. Pupils have very positive attitudes towards school and to learning. Very nearly all the many parents who responded to the pre-inspection questionnaire agreed strongly or tended to agree that their children were happy in school and that they behaved very well. The notably high standards observed during the previous inspection have been maintained. This can be seen in the way pupils of all ages come into school at the start of the day, listen attentively in lessons, get on quickly with their work, take a pride in its presentation and speak enthusiastically about what they are doing. One lower attaining pupil, who has some difficulties with her reading, explained that she found it hard to decide on her 'favourite book of all time' because she loved reading and had so many that she liked. Pupils are keen to read their work aloud or to explain how they solve mathematical problems.
13. Pupils' positive attitudes to school mean that they learn more effectively. Year 6, for example, settled very quickly to their task in a literacy lesson when they had to reconstruct a poem by John Keats. They worked fast, using each other's ideas in their work pairs, and enjoyed the challenge of the material. They persevered when things were difficult to unravel and were determined to complete the task within the set time. Pupils in Year 1 demonstrated the same levels of concentration and keenness to be successful in a numeracy lesson when they tried hard to add and subtract numbers in their heads. They learn quickly from their errors. Staff and pupils do not regard mistakes as disasters, but as sticking points that can be resolved through explanation and practice.
14. Behaviour is consistently very good. No examples were seen when teachers had to remind pupils of the expected standards or when a pupil did other than behave in a very responsible manner. Relationships between staff and pupils are strong and based on mutual respect and trust. No time is wasted and the learning pushes forward uninterrupted. This is seen on many occasions when the teacher changes the activity. Pupils move quickly to different parts of the room for the next part of the lesson or rearrange their chairs sensibly so that they can see the white board. Behaviour is equally good in the playground, when reading and playing quietly in classrooms during wet playtimes, or when pupils move around the school. They come quietly into class 1 for assemblies, for example, listen to the music and are ready to join in with

answers to questions or in their singing. They are naturally polite and older pupils are mindful of those younger than themselves.

Pupils' standards are above average in English, mathematics and science at the age of eleven.

15. Seven year old pupils are reaching standards in English and mathematics lessons that are in line with national averages. Standards in reading, speaking and listening are higher. Pupils are responding very positively to the new literacy and numeracy strategies, and are writing with an increasing accuracy and breadth of vocabulary. Their spelling is not as good as other aspects of their work. Their current level of achievement is higher than average because they are responding very positively to the teaching following a period of uncertainty and changes of teacher in September and January. The job share arrangement in the class is very effective, and is helping to raise standards, because the children benefit from the complementary skills of both teachers. The new headteacher's previous experience as part of the County's team supporting schools in the implementation of the National Literacy Strategy is proving to be a major strength and resource for the school, and is contributing to rising standards in all classes.
16. Pupils in Year 6 are attaining above average standards in English. An encouraging number are achieving the higher level 5. They talk and listen to each other and their teachers confidently, and explain their work maturely. They ask questions intelligently in order to develop their own ideas and value alternative suggestions, as was seen when they discussed the order of the stanzas in the poem Meg Merrilees by John Keats. The standard of reading is very high. Half the pupils are reading confidently at level 5. They read widely, have a positive attitude towards books and make thoughtful comments on the texts in their reading diaries. They like books that "keep you thinking" and stories "that you can picture in your mind." Their writing is thoughtful and imaginative, and is strengthening through the school's emphasis on the quality of the vocabulary. Grammatical structures, including paragraphing, are used correctly but spelling is not accurate enough. Work is well presented, and handwriting is fluent, joined and legible.
17. Standards in mathematics are well above average because many pupils understand mathematical processes intellectually. This was very clear from the progress made in a lesson when pupils worked with percentages. They understood the relationship between fractions and percentages, and could use their understanding in solving a series of practical problems. All have reached the national target of level 4 and many are working successfully at higher levels. The quality of pupils' learning is very good because they concentrate hard, gain in understanding through working through their own errors, and are challenged and motivated by the teacher's explicit drive for success and her infectious enjoyment of the subject.
18. An initial analysis of this term's national test results confirms the above average attainment seen in lessons and books during the inspection, and indicates equally high standards in science. The school reached the target set for English and exceeded the target for mathematics. Target setting is realistic and challenging because it is based on a detailed understanding of individual pupils' abilities and potential.

WHAT COULD BE IMPROVED

Standards in information technology (IT) are below the national expectation at the end of both key stages.

19. The new headteacher and staff have carried out a detailed audit of the IT equipment and software in the school. They decided that the computers in class 2 were unsuitable for the school's current needs and would be too expensive to upgrade. They were taken out of service because they were so unreliable and slow, and were hindering progress. The school has correctly identified Information and Communication Technology (ICT) as its major priority for improvement, has taken advice from the local authority and has studied the guidance from the Qualifications and Curriculum Authority (QCA) in considerable detail. The new co-ordinator has a clear vision for the future successful development of the subject. The school will be connected to the National Grid for Learning later this year, and will take full advantage of the extra training and support they will receive.
20. Overall standards in IT were reported as good at the time of the previous inspection. The current inspection has taken place in the period immediately before any of the new initiatives begin, and existing standards are not nearly as high as they were reported in 1996. Standards at the end of Key Stage 1 are below the national expectations for seven year olds because pupils have not had any recent skills teaching, or opportunities to practise or use IT skills in their work. However, most pupils have a basic understanding of the technology involved, and know that text can be entered into a computer, edited, printed and saved. They can explain how to use a mouse to move the cursor round the screen. They know how to use tape recorders and have recorded their own dramatic account of the story of Rumpelstiltskin. They can explain how to use the video telephone in the classroom and know that bar coding on food packets carries information about price.
21. Pupils in Year 6 work hard to extend and use their IT skills. One lesson was observed, and pupils showed a good understanding of basic spreadsheets and used a correct technical vocabulary. Other pupils demonstrated how to compose a poster for the school fair, knew how to improve their work by altering the type and size of font, and how to reposition the text on the screen. Standards are below national expectations for the end of Key Stage 2 because pupils are learning skills now that they would have learned at an earlier stage had they had the equipment and software, and the school does not have the necessary resources to deliver all the aspects of the National Curriculum in sufficient depth. The strands for using IT to control and measure, and as the basis for experimentation through simulations, are not securely in place. The quality of teaching is good because the teacher has a confident understanding of the software, teaches basic skills effectively, and makes good cross curricular links to work in other subjects including mathematics, English, art, and design and technology. The quality of learning is good because pupils try hard to improve the quality of their work, learn through experimentation and are keen to be successful.

There is no piped water in class 1 or secure external play area for the youngest children. Internal arrangements for the staff toilets are highly inappropriate.

22. Class 1 is a relatively spacious teaching area and has been improved since the previous inspection. Staff are very skilled in using the space efficiently to make sure that pupils have access to the wide range of activities needed for children under five, in reception and when they have started the National Curriculum. There is no direct water supply in the classroom although it is piped into the adjoining cloakrooms. This limits children's opportunities for independent learning as they cannot, for example, fetch water for themselves for a painting activity. It also increases the teachers' work load, as water for any activity, such as a water tray in which children can learn at first hand about liquid capacity, has to be carried from some distance.
23. The fenced grassed area next to class 1 is not used as an external facility where children can develop their physical, creative and social skills. They have no separate, secure area where they can ride wheeled toys, climb, or move freely with confidence and imagination, and in safety. There is no suitable firm surface where they can experiment with larger or messy materials, or play more noisily while older pupils in the class concentrate on their work. This overall concern was noted in the previous report when the provision was described as unsatisfactory and formed part of the key issues.
24. The staff toilet is located within the children's cloakroom area near to the school office. Staff and visitors have to go through the door marked with the 'female' sign in order to reach the adult cubicle. The two girls' toilet cubicles are through an open door arch beyond the adult cubicle. This arrangement is highly inappropriate, especially as the toilet is the only one available to male visitors or visiting staff. There are no separate facilities where adults can wash their hands.
25. The room next to the main teaching area in class 2 is being developed very successfully as a library and learning resource area where children can carry out personal research. Current plans are to locate the internet link in the main building. This will be a missed opportunity, as it will put the research facilities in two separate parts of the school and limit pupils' opportunities to use the full range of materials within a single space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governing body should continue to work together and build on the school's current success in order to:-

1. Raise standards in information technology (IT) (paragraphs 19-21) by:

- providing sufficient appropriate hardware and software to cover all aspects of the National Curriculum in all classes
- continuing the programme of IT training for all teaching and support staff
- allocating sufficient lesson time for teaching IT skills effectively
- including guidance on the application of IT skills in curricular planning in all subjects
- setting long and medium term targets for improvement and monitoring of pupils' achievement in information and communication technology

2. Improve the quality of the accommodation and the use teachers can make of existing facilities (paragraphs 22-25) by:

- installing a sink in the classroom for younger pupils
- providing a secure external play area for the physical, creative and social development of younger children
- ensuring that the staff toilet is physically separate from the area used as the girls' cloakroom
- providing ducting so that the internet terminal is located in the library/learning resources area

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	36	55	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)	72
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	10

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	13
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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	1999	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	6
	Girls	8	8	8
	Total	12	12	14
Percentage of pupils at NC level 2 or above	School	75	75	88
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	3	3
	Girls	8	8	7
	Total	12	11	10
Percentage of pupils at NC level 2 or above	School	75	69	63
	National	82	86	87

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	3	4	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	4	4	4
	Total	6	7	7
Percentage of pupils at NC level 4 or above	School	86	100	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	4	4	4
	Total	6	7	7
Percentage of pupils at NC level 4 or above	School	86	100	100
	National	68	69	75

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	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)	3.3
Number of pupils per qualified teacher	21.8
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	1999
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	£
Total income	146400
Total expenditure	141549
Expenditure per pupil	1994
Balance brought forward from previous year	8720
Balance carried forward to next year	13571

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	67	31	0	0	2
Behaviour in the school is good.	73	27	0	0	0
My child gets the right amount of work to do at home.	57	33	6	0	4
The teaching is good.	77	21	0	0	2
I am kept well informed about how my child is getting on.	63	29	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	86	12	0	2	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	71	19	6	2	2
The school is well led and managed.	77	13	2	4	4
The school is helping my child become mature and responsible.	79	19	0	0	2
The school provides an interesting range of activities outside lessons.	59	33	4	2	2

The inspection team agree with parents' very positive views of the school. Two parents at the meeting asked the inspectors to consider whether pupils have enough opportunities for team games. Inspectors think that they do, and have evidence of team games, including water polo and relay races, in swimming lessons and in the after school football club.