

# INSPECTION REPORT

## **HIGHAMPTON COMMUNITY PRIMARY SCHOOL**

Highampton, Beaworthy

LEA area: Devon

Unique reference number: 113177

Headteacher: Mrs Jill Bevis

Reporting inspector: Mrs Kay Cornish  
21080

Dates of inspection: 2<sup>nd</sup> – 3<sup>rd</sup> July 2001

Inspection number: 191363

Short 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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Church Road Highampton Beaworthy Devon
Postcode:	EX21 5LE
Telephone number:	01409 231339
Fax number:	01409 231339
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Charles Inniss
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves the villages of Sheepwash and Highampton in an area of great scenic beauty in Devon, and is a fulcrum for the community. The majority of pupils come from a farming environment which is widely divergent economically. There are 36 pupils on roll, organised into two classes, one for each key stage of primary schooling. This is smaller than average. Children are admitted part-time for two afternoons per week from the age of four years, under the supervision of the pre-school group leader. Pupils are enrolled full-time in September or January in the term they reach five years of age. Summer born children begin full-time in the January before they reach five years.

There is a modern, large village hall adjoining the school's site which accommodates the pre-school group and provides facilities for physical education, dance, drama and music. The majority of pupils attend Holsworthy Community College on transferring at 11 years of age, but a few pupils attend Okehampton Community College.

Children's attainment on entry to the reception class is close to the nationally expected levels overall, but widely diverse and fluctuating, due to very small sizes of numbers each year. The two classes in the age group four to 11 years average eighteen pupils per class. There are no pupils deemed eligible for free school meals. The percentage of pupils who have special educational needs is 33 per cent, which is higher than the national average. Currently, no pupils have statements for special educational needs. No pupils speak English as an additional language at home. No pupils have been excluded from school during the most recent school year. Attendance figures in this academic year do not reflect the school's norm. This is due to the devastating effects of this year's foot and mouth epidemic, which affected Highampton and its surrounding area particularly badly. As a result, the school was closed for six days following the outbreak. Following the closure, a number of pupils were absent from two to six weeks due to the epidemic. The effect of the epidemic has had a significant impact on the school and its community. All must be admired for the fortitude which people have shown throughout the crisis and the degree with which the community spirit has rebounded.

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

Highampton Community Primary School is a highly effective school, providing a very good quality of education with some excellent aspects. Very good teaching impacts significantly upon pupils' very good learning observed during the inspection so that, overall, pupils' aggregate attainment is above the expected level nationally. The headteacher, staff and governors have worked very hard to implement good improvement since the previous inspection. Relationships are excellent. The dedicated headteacher leads with imagination and purpose. She has the active commitment and support of governors and staff. The well-informed governing body is excellent in shaping the direction of the school, and the school's links with highly supportive parents and the community are excellent. The school gives good value for money, despite the high unit costs per pupil due to the small numbers on roll.

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

- Teaching is predominantly very good and impacts substantially upon pupils' very good learning throughout.
- The headteacher has an excellent grasp of the school's needs and leads with imagination and purpose.
- The well-informed governing body is excellent in shaping the direction of the school and this is supported by very good financial management and daily administration.
- Care of the pupils is very good, resulting in excellent relationships and very good attitudes, behaviour and personal development of children.
- Procedures for assessing pupils' attainment and progress are very good and used very effectively to ensure that each individual progresses and develops well.
- The school's links with highly supportive parents and the community are excellent.
- The dedication and commitment of all staff during the foot and mouth crisis at Highampton, were exemplary, and ensured the very good continuity of pupils' education.

### **What could be improved**

- Although the staff and governors work very hard to overcome the limited accommodation, the school's buildings are cramped and unsatisfactory.

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

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

All the issues of the previous inspection in January 1997 have been rectified. Provision for spiritual development has improved. Pupils' attainment in key subjects has improved to above the nationally expected levels. Provision for information and communication technology has improved; National Opportunities Fund training for teachers is almost complete; a programme of study for information and communication technology has been implemented with new software; and the school is on line to the 'World Wide Web'. The literacy and numeracy strategies have been introduced successfully. The school's planned curriculum has been re-written, using the guidelines of the local education authority and Department for Education and Skills' documents. Assessment and tracking of pupils' progress have been strongly focused. New issues have been identified which are closely linked to national educational developments and the school's current needs.

### **STANDARDS**

The table of standards achieved by 11-year-olds, based on average point scores in National Curriculum tests has been omitted because the numbers of pupils in Year 6 are less than eleven. *Note re: key stages: Foundation Stage comprises the period of time from entering school to the commencement of studying the National Curriculum at the beginning of Year 1. Key Stage 1 pertains to the age group five to seven years from beginning of Year 1 to end of Year 2. Key Stage 2 pertains to the age group seven to 11, from the beginning of Year 3 to the end of Year 6.*

Very small numbers in Year 6 means that some care must be taken in commenting on end of key stage results and when comparing year-on-year results of National Curriculum tests. In addition, there is a surprisingly high mobility factor which affects the year 2000 results. Six pupils (16 per cent) joined the school other than at the usual time of first admission, including one pupil at the beginning of Year 5 and one pupil in Year 6 before the National Curriculum tests were taken. Ten per cent left before final transfer.

In 2000, compared with the National Benchmark for all schools and those in similar contexts, pupils' attainment in Level 4 or above was very high in comparison with the national averages in English and science. In mathematics it was well above the national average. Trends over time in the school's Key Stage 2 average National Curriculum points for all core subjects are upwards and above the national trend. Girls outperformed boys in all core subjects. Pupils with special educational needs show good progress in learning.

Observed standards at the end of Key Stage 2 at the time of the current inspection, are not truly reflective due to the fact that only two pupils are of Year 6 age group. To protect the confidentiality of the pupils, statements about standards, therefore, are general and pertain to an overall picture. At the Foundation Stage, children make very good progress and attain well above the Early Learning Goals in all areas of learning. In other year groups, pupils made very good progress in learning during the lessons observed by inspectors. Pupils' attainment overall, is above the nationally expected levels and progress in learning is consistent throughout. At both key stages, in literacy, reading standards are higher than writing and mainly above nationally expected levels. In numeracy, standards are above average generally at both key stages. Standards in science and information and communication technology are higher than those normally observed in most year groups. Due to very good assessment, all pupils' needs are identified carefully and their opportunities and challenges are good so that learning over time is good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are enthusiastic about their studies and their concentration is very good. They are happy to come to school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good with no evidence of oppressive behaviour. No pupils have been excluded from school during the most recent school year.
Personal development and relationships	Relationships are excellent. Relationships reflect significant respect for the feelings, values and opinions of others. Pupils are mature, sensible and trustworthy as a result of very good encouragement for personal development.
Attendance	When omitting the attendance figures collated during the foot and mouth crisis, attendance is similar to the national average. The rate of unauthorised absence is slightly less than the national average.

## TEACHING AND LEARNING

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

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

Teaching has improved since the previous inspection. The quality of teaching and learning observed during the inspection was predominantly very good. Thirty-eight per cent of lessons were excellent and 31 per cent of teaching was very good. Good teaching was seen in 23 per cent of lessons and satisfactory teaching was eight per cent. No lessons were unsatisfactory. The impact of the teaching has been substantial in raising the consistency of pupils' learning.

Strengths are in the teaching at the Foundation Stage, and in teaching literacy, numeracy, science, geography and music throughout all year groups. The teaching of music and of some aspects of literacy, geography and special educational needs, is excellent. Teachers use very good assessment procedures to monitor academic performances of pupils in order to set appropriate targets for them. Features of the best teaching include high expectations of behaviour, discussion and academic performance. Teachers use the strengths of their classroom assistants most effectively. At the time of the current inspection, the two teachers responsible for each key stage have been appointed since the previous inspection of 1997.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and subjects are linked imaginatively. At the Foundation Stage, planning is clearly based on the Early Learning Goals. All statutory requirements are met. The school is socially inclusive and ensures equality of access and opportunities for its pupils. Provision for extra-curricular enrichment is very good. A significant number of governors and volunteers run after-school clubs, such as cricket, computers, cycling proficiency, football, and coaching for 'Youth Speak'. Very good attention is paid to the National Literacy and Numeracy Strategies in the planning of the curriculum. Information and communication technology provision has much improved and is effective.
Provision for pupils with special educational needs	All pupils with special educational needs are welcomed and make good progress. Pupils are identified early and given good support to reach their individual targets. The Additional Literacy Support is excellent.
Provision for pupils with English as an additional language	At the time of the inspection, no pupil was in need of support for English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision overall. Provision for spiritual and cultural development is good. Provision for pupils' moral and social development is very good. The school encourages a well-developed sense of mutual responsibility, which is protective of people and the environment.
How well the school cares for its pupils	There are very good procedures implemented to assess all pupils, and the analysis and recording of all results is very good. The electronic tracking of pupils' progress is very thorough and well illustrated in coloured graph form. The quality of care and the procedures for child protection are very good. All staff work hard to ensure a clean, safe working environment.

Parents have excellent opinions of the school. Parents are mainly very well informed about their children and the school. The school is an orderly place offering a warm welcome. The school receives very good support from the Parent/Teacher Association and links between the school and parents and the community are excellent.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management is very good with some excellent features. The imaginative and purposeful headteacher has an excellent grasp of the school's educational needs and ensures that the monitoring of key areas is functioning well. All the enthusiastic staff carry out their co-ordinator roles diligently and most effectively. They give very good support.
How well the governors fulfil their responsibilities	The loyal, long-standing and perceptive Chair of Governors gives regular and very good support. All governors are well informed and involve themselves fully in the life of the school in order to bring about improvements.
The school's evaluation of its performance	The school's improvement plan provides a very clear programme of action, developed from a secure evaluation of the school's strengths and needs. The school's targets are based on a rigorous analysis of data and test results in order to improve standards. The evaluating and monitoring of the whole school's development are of a high standard.
The strategic use of resources	The school's building is very small, although the school uses its resources and budget prudently through careful financial planning. The plans for an extra classroom are founded securely on a good contingency reserve and are realistic in a time-scale. Financial management and daily administration are very good so that the school makes very good use of its strategic funding and applies the principles of best value well. The school gives good value for money, which is an improvement from the previous inspection, when it was satisfactory.

## 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>• Children are happy and confident to come to school.</li> <li>• Care which children receive.</li> <li>• 'Whole package':- teaching, staff, their high commitment.</li> <li>• High standards in education and personal relationships within.</li> <li>• Strong community links and with other schools.</li> <li>• Use of village hall close to school.</li> <li>• Parents feel welcome and valued.</li> </ul>	<ul style="list-style-type: none"> <li>• The building is cramped and too small.</li> <li>• Some parents are concerned about arrangements for homework.</li> </ul>

Inspectors agree with all that pleases parents and consider that parents have given very good support to help the school. Inspectors agree that the accommodation is cramped and unsatisfactory. Some parents are concerned about arrangements for homework. They are unclear about its collation and frequency. Inspectors consider that the school follows its stated policy, but that feedback following the marking of homework is not conveyed to parents.

## **PART B: COMMENTARY**

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

#### **Teaching is predominantly very good and impacts substantially upon pupils' very good learning throughout:**

1. Teaching is a major strength and has a strong impact on pupils' achievement. Overall, the quality of teaching and learning observed during the inspection was very good. This is an improvement from the previous inspection. Pupils' learning is very good. At each key stage, including the Foundation Stage, some excellent teaching was observed. Teaching is founded on the excellent relationships which have been established between all staff and pupils. For example, the quality of discussion is high because pupils have very secure trust in the adults in the school and, as a result, the depth of understanding about ideas and factual knowledge is deepened. Teachers' expertise reflects their very good knowledge of the National Literacy and Numeracy Strategies and of the subjects in the National Curriculum. Teachers have been updating their training in information and communication technology under the National Opportunities Fund scheme since October and are almost at the end of their course. They have implemented new Programmes of Study in information and communication technology based on the Qualifications and Curriculum Authority's units of work and used their skills well to assess and record pupils' progress in the core subjects of English, mathematics and science. A positive feature of the very good teaching is the high expectations teachers have of pupils' academic performance, personal initiatives and behaviour.
2. There is very good teaching and support at the Foundation Stage. The curriculum for the Foundation Stage is based on the Early Learning Goals and the learning through planned, structured play is highly developed. Planned activities are lively, relevant and prepare children well for their National Curriculum studies at the beginning of Year 1. Very good use is made of an interesting role-play area in order to link aspects of the curriculum and enrich children's experiences and vocabulary. For example, in their activities within the role play area of an "Estate Agents" children naturally absorb information from photographs of different types of housing, locations, street maps so that their knowledge and understanding of the world is developed in a meaningful way. There is a very good balance of teacher-directed tasks and child-chosen activities so that children's self-esteem and independence are successfully encouraged. Children are given a lively, happy environment to start their education and, as a result, their overall attainment is well above the expected level by the end of the Foundation Stage.
3. At Key Stages 1 and 2, teachers plan lessons carefully so that pupils have equal opportunities to access the school's curriculum. They ensure that lessons are interesting and relevant and that tasks and targets are well matched to pupils' needs. Their management of pupils is skilful, and at times excellent, so that pupils are eager to try hard and to behave responsibly. Very good procedures for assessing pupils are thorough and influence comprehensively the plans for the next lessons. Resources and staff are used efficiently to support pupils in lessons. Marking generally gives useful guidance for pupils to improve, finish or correct work. During the inspection there was some excellent teaching of English, music, geography and additional literacy support for pupils with special educational needs. As a result, aspects of pupils' attainment in these subjects is high. Both teachers have been newly appointed since the previous inspection.

#### **The headteacher has an excellent grasp of the school's needs and leads with imagination and purpose:**

4. The headteacher is highly regarded by the staff, governors and parents, and is loyally supported by them. In the three years since her appointment, she has developed an excellent clear grasp of the school's needs and leads with imagination and purpose. The headteacher is industrious, dedicated and has a highly informed educational vision for the school. For example, the very good assessment procedures implemented by the headteacher, ensure that all staff have an accurate

picture of each pupil in order to plan their progress. She has a high commitment to teaching at Key Stage 2 and has ensured that in all year groups, above average standards are maintained.

5. The headteacher is loyally supported by her teacher of Key Stage 1 and the Foundation Stage, who has implemented many of the school's educational aims since her appointment in June 2000, and has successfully introduced worthwhile initiatives at the Foundation Stage. Both staff have worked very hard to improve the provision of information and communication technology and successfully raise pupils' standards, which were unsatisfactory at the time of the previous report. The headteacher's evaluation and monitoring of key areas of the school's development has ensured that the whole school's progress is very good. The management of curricular planning is good, particularly for linking themes across subjects and for balancing the need to develop skills within subjects. New initiatives to help pupils develop and mature personally, have been very influential. The headteacher has taken great care to inform and involve all governors, parents and people in the community with events at the school so that the school has become a strong fulcrum for the area and its inhabitants.

**The informed governing body is excellent in shaping the direction of the school and this is supported by very good financial management and daily administration:**

6. The governing body has an excellent overview for its strategic planning and has protected the contingency budget, or carry forward, to support and finance future action. The governing body is excellent at shaping the direction of the school and fulfils all its responsibilities. The loyal, long-standing and perceptive Chair of Governors gives regular and very good support. All governors are well informed and involve themselves fully in the life of the school in order to bring about improvements. For example, following the previous inspection, one of the governors was allocated the duty of monitoring the provision of pupils' spiritual development because it had been identified as an aspect to be rectified. This aspect has since been improved upon and has encompassed the wider involvement of a visitor to the school who is a willow sculptor, resulting in pupils being helped to create their own, attractive creatures out of woven willow in the school's grounds.
7. The school's financial management and daily administration are very good and efficient, due in a large part to an experienced school administrator and an effective finance committee. New technology is used very effectively to provide up to date information linked to the local education authority's computerised systems. Governors are provided with regular budget information; financial delegation is clear and the school's educational priorities are monitored carefully for their financial implications.
8. Governors have recognised that the present accommodation inhibits delivery of a full curriculum and has a negative effect on some lessons. Plans are well ahead to provide an extra classroom for the Foundation Stage and Key Stage 1. Governors are exploring the idea of setting up a charitable trust and are quite hopeful and determined to provide the extra space needed. As an interim measure, they recognise that better use of the village hall's committee room could provide more appropriate accommodation for such lessons as drama and music. The school's learning resources, teaching assistants and volunteers are used to the maximum, despite difficulties imposed with the building. Very good daily administration ensures that the school operates calmly and efficiently. The school applies 'best value' principles thoroughly and there is every indication that the school is moving forward very successfully. The school gives good value for money, compared with the previous report's evaluation, when it was satisfactory.

**Care of pupils is very good, resulting in excellent relationships and very good attitudes, behaviour and personal development of children:**

9. The support, guidance and care taken over the welfare of pupils are very good. Teachers and teaching assistants know and understand their pupils very well and care for their personal and academic needs in a sensitive and supportive way. Health and safety procedures are diligent. Parents confirm that care and support are very good. The management of behaviour is consistent

throughout the school. Pupils are encouraged to be independent and they are friendly and polite. They have confident and positive attitudes to their activities which they obviously enjoy. All age groups mix well. Team games at playtimes are amicably played. Some older children seek out and play with the youngest. Pupils' personal development is carefully monitored and many pupils carry out conscientiously their responsibilities for school routines, such as the daily ordering of playtime fruit snacks, the collection of payment and the distribution of plastic cups of chopped fruit. The school is actively seeking the 'Healthy Schools' award, which is helping to develop pupils' maturity and insight towards their own personal being. Relationships in the school are excellent.

**Procedures for assessing pupils' attainment and progress are very good and used very effectively to ensure that each individual progresses and develops well:**

10. The school's clear assessment policy is very effective in raising standards by monitoring clearly focused learning objectives and being alert to unexpected elements of pupils' attainment. Information gained from the recording of assessment data about pupils is used very well to inform a range of audiences:- pupils, teachers, parents and governors. Information gained on the performance of individual pupils and groups is used carefully to inform planning of the lessons and setting targets. The calendar of activities for assessment, recording and reporting is very clearly set out in a timetable for the school year.
11. When children first enter school from the pre-school, which is located in the nearby village hall, the teacher assesses children according to the Early Learning Goals and Devon Local Education Authority guidelines, and in conjunction with the pre-school leader. At Key Stage 1, assessment is completed and recorded on each unit of work, both individually and according to the group's progress. Each term, for each pupil, two pieces of pupils' writing are graded according to the National Curriculum guidelines. Termly, written profiles are used for conferencing times with parents and new pupils' targets are set and discussed with parents. At the end of Key Stages 1 and 2, National Curriculum test results are closely analysed. Throughout the school year, meetings take place with other primary schools to level pupils' work and set targets. At other year groups, optional assessments are used to gain information about pupils. In literacy and numeracy, yearly files are kept containing samples of work which show thorough and detailed comments written by teachers about pupils' attainment linked to the National Curriculum levels.
12. Yearly, in reading, writing and mathematics, pupils are set the same tasks as pupils in other schools, and these are assessed as part of the whole monitoring programme of lessons planned between the three schools. Staff meet with other schools' teachers to discuss their findings, and graphs are produced electronically so that the local schools in similar contexts can analyse their findings more easily. At Highampton, the individual tracking of its own pupils in literacy and numeracy is precise and very informative. There is good assessment in science and information and communication technology. Very good 'Golden Achievement Files' give a very good picture of pupils' whole personal profiles and include photographs. In non-core subjects, Key Stage Portfolios provide extra information in order for teachers to amend planning for further units of work-study. Overall, the very good assessment and analysis of findings about pupils are used most effectively to ensure a clear progression of skills within each year in mixed age-range classes.

**The school's links with highly supportive parents and the community are excellent:**

13. Parents have a very high regard of the school and are very pleased with the excellent links they have with the staff and governors. They regard the school as a 'big family' within the community. The parents and other people from the community are very welcome in the school and in turn give very good support. For example, the pre-school leader accompanies pre-school children regularly each week and participates in activities with reception children. The Foundation Stage teacher, who also teaches Key Stage 1 pupils, works closely with the pre-school leader on planning the curriculum and activities so that the transition into mainstream schooling is smooth and built on a strong foundation of understanding each new entrant's strengths and needs. The pre-school leader

works with the class teacher at the school for a number of sessions weekly, on structured play activities.

14. Parents are very supportive and are well informed about the curriculum which is to be followed during the term and of targets which their children are given. Parents volunteer to cover a range of activities and give good financial support and time over the school year. The community, as a resource, is widely drawn upon for supporting through religious festivals, sport, craft and gardening activities. As a result, the extra curriculum is enriching and enables pupils to have a well-rounded education. A significant number of governors and volunteers run after-school clubs, such as cricket, computers, cycling proficiency, football and coaching for 'Youth Speak'. The governing body has ensured that by employing extra staff, part-time or for blocked sessions, pupils are given the experiences of working with other teachers and community helpers. This is evident in the excellent music tuition, and through a variety of artistic ventures during the year, as, for example, the willow sculptures.

**The dedication and commitment of all staff during the foot and mouth crisis at Highampton, were exemplary and ensured the very good continuity of pupils' education:**

15. The devastating effects of the 'foot and mouth' epidemic affected Highampton and its surrounding farming community particularly badly. As a result, the school was closed for six days following the outbreak, and as pupils and staff returned, they were governed by strict safety procedures which made daily routines very difficult. Following the closure, a number of pupils were absent from two to six weeks due to the epidemic. Many people report on how magnificently the school and its staff rose to the crisis. Parents, governors and community leaders speak very highly of the many extra hours which staff gave to keep the school's families informed and within a network of compassionate support.
16. Staff kept in touch with each other and with families by e-mail, telephone and post. Work for individual pupils was set regularly in this way so that pupils did not fall behind in their studies and so that a progression of their skills was maintained. Above all, the pastoral and emotional support given to affected families by staff beyond the normal range of duties, which often took up evenings and time given willingly to offer a sympathetic hearing, was excellent. An awareness of the fine spirit with which the school's community tackled its crises promotes faith and insight into the unity underlying all concerned. It cannot be quantified. Its effect upon the development of the whole child, as a pupil at Highampton, can only be admired.

**WHAT COULD BE IMPROVED**

**Although the staff and governors work very hard to overcome the limited accommodation, the school's buildings are cramped and unsatisfactory:**

17. The site is very good and much of it has been put to very good use. In addition, the nearby village hall is a very good resource, but is used predominantly by the pre-school group. The local education authority rents out the village hall for only two afternoons weekly, and this does not provide a sufficient amount of time for the school to benefit on a regular, daily basis.
18. The main building of the school is too cramped for modern education with its need to house computers and to provide small withdrawal areas for extra educational support. The school lacks a staff room, headteacher's office/room and a private interview room for parents and guardians. Accessibility to storage is poor and many items have to be organised in outbuildings. Role-play and wet play areas for the Foundation Stage are difficult to achieve and intrude on other educational facilities at the Foundation Stage. Mealtimes and corporate worship times take place in two classrooms. The wall dividing the two classrooms is temporary and conducts noise easily, so that any musical activities are intrusive on adjoining lessons. When it is available, the village hall is used well for dance and gymnastics. The Foundation Stage lacks outdoor or covered areas for purposeful, structured play, such as satisfactory facilities for climbing, water and sand

activities. Creating a sensitive, conducive atmosphere during whole-school collective worship sessions is difficult to obtain in the corner of an already cramped classroom.

19. The school has high standards in music and successfully encourages visitors and excellent community relationships. However, there are constant frustrations created because of a lack of adequate space. The headteacher and her staff work very hard to overcome the problems of the accommodation. They, and the governing body, have already identified extra accommodation as an urgent need and plans are well advanced to try to remedy the problems.

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

20. The governing body, headteacher and staff, in conjunction with the help and advice of the local education authority, should improve the following accommodation issues:
- Enlarge the accommodation for teaching general lessons, music and computer skills.
  - Improve the accessibility of the resource area which is located in outbuildings.
  - Explore the possibility of greater usage of the village hall's committee room.
  - Rectify the lack of a staff room and headteacher's office.

(Refer to paragraphs numbered 8, 17, 18, 19).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	14

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
38	31	23	8	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36
Number of full-time pupils known to be eligible for free school meals	0

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	5.5
National comparative data	5.2

#### **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
	2000 (99)	4 (3)	1 (3)	5 (6)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (83)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (83)	100 (100)
	National	84 (82)	88 (86)	88 (87)

*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
	2000 (99)	6 (5)	1 (2)	7 (7)

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (71)	85 (57)	100 (85)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100 (85)	85 (71)	100 (85)
	National	70 (68)	72 (69)	79 (75)

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

*In order to ensure confidentiality, the split between girls' and boys' attainment in the National Curriculum Test/Task Results and Teacher Assessments has been omitted, as there are less than eleven pupils in each end of key stage 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	32
Any other minority ethnic group	1

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

### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	15
Average class size	18

#### **Education support staff: YR– Y6**

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

*FTE means full-time equivalent.*

### *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.*

### *Financial information*

Financial year	2000/2001
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	£
Total income	129,669
Total expenditure	131,334
Expenditure per pupil	2,820
Balance brought forward from previous year	10,074
Balance carried forward to next year	8,409

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

**Questionnaire return rate**

Number of questionnaires sent out	38
Number of questionnaires returned	23

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	17	0	4	0
My child is making good progress in school.	70	26	4	0	0
Behaviour in the school is good.	35	61	4	0	0
My child gets the right amount of work to do at home.	52	48	0	0	0
The teaching is good.	91	9	0	0	0
I am kept well informed about how my child is getting on.	87	13	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	83	17	0	0	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	61	26	4	0	9