

INSPECTION REPORT

HUTTON RUDBY PRIMARY SCHOOL

LEA area: North Yorkshire

Unique reference number: 121361

Acting Headteacher: Mrs. A. Beanland

Reporting inspector: Mrs. M. Britton
17678

Dates of inspection: 23rd -24th May 2000

Inspection number: 191776

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Doctors Lane,
Hutton Rudby
Yarm
Cleveland

Postcode: TS15 0EQ

Telephone number: 01642 700203

Fax number: n/a

Appropriate authority: The Governing Body

Name of chair of governors: Mr. Derek Simpson

Date of previous inspection: November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hutton Rudby Primary School serves the rural village of Hutton Rudby and the smaller villages of Middleton on Leven and Crathorne. About twenty percent of pupils are drawn from outside the catchment area. The area has a large population of people, many of whom are employed in professional and management posts in Teesside. Almost all the pupils have had some form of pre-school education and children's attainment on entry to the reception class is above the county average. There are 184 pupils on roll aged between four and eleven years old and they are taught in seven classes in the morning and six classes in the afternoon. The average class size is 30. Two pupils are eligible for free school meals. 19 pupils are on the school's register of special educational needs and of these, three have a statement. One pupil is from a traveller background. There are no pupils with English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school which has a very good ethos with strengths in many important areas. Pupils achieve very high standards in the core subjects of English, mathematics and science. The quality of teaching is very good and is a strength of the school. The acting headteacher provides very good leadership and is very well supported by the teacher who is second in charge. The school is efficiently managed and provides good value for money. Pupils have an excellent attitude to school and behave very well.

What the school does well

- Standards are well above average at the end of Key Stage 1 in reading, writing, mathematics and science and are very high at the end of Key Stage 2 in English, mathematics and science. High attaining pupils are very well challenged at the end of both key stages.
- The quality of teaching is very good overall.
- Children have excellent attitudes to school and behave very well. Levels of attendance are high.
- Very good leadership and management provided by the acting headteacher, the teacher who is second-in-charge and governors.
- There is very good provision for pupils' social development.
- Very good provision is made for pupils with special educational needs.
- Parents have very positive views of the school and are very supportive.

What could be improved

- The provision for children under five including the curriculum, the strategies for teaching and learning indoors and outdoors and the quality and range of resources.
- The curriculum for information technology and the use of computers to support pupils' learning.
- The management of the curriculum including the role of subject leaders.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in November 1996, the school was found to be a school with much of which to be proud but with weaknesses in some important areas. There were some weaknesses in the quality of teaching; the quality of curriculum planning and guidance; the use of assessment and the monitoring of teaching and learning. Overall, the extent of the improvement since the last inspection is satisfactory. Good progress has been made towards these key issues over the last three terms under the leadership of the acting headteacher and the teacher who is second in charge. The quality of teaching is much improved and is very good overall. The curriculum planning and guidance has been well developed recently and now provides a good framework which the school intends to develop further. A useful assessment policy has been implemented and is generally used well to inform teachers' lesson plans. A good start has been made on monitoring the quality of teaching and learning and this is beginning to have a positive impact on identifying targets for school improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A*	A*	A*
mathematics	A*	A*	A*	A*
science	A*	A*	A*	A*

Key	
in the highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

When children start school in the reception class the results of assessments made in the first few weeks are above average for the county. Pupils, including those with special educational needs, make satisfactory progress in the reception class and good progress throughout Key Stage 1. By the end of Year 2 they achieve very high standards in reading, writing and mathematics. In science, the results of assessments carried out by the teachers show that pupils achieved standards above the national average. When the results of all end of Key Stage 1 assessments are compared to those of pupils in similar schools, standards are well above average in reading and writing and very high in mathematics. Pupils of all abilities, including those with special educational needs, continue to make good progress throughout Key Stage 2 and by the end of Year 6 they achieve very high standards in English, mathematics and science. A very high proportion of pupils attains the higher level (Level 5) in all three subjects and a significant number reach Level 6. When the results are compared to those achieved by pupils in similar schools, standards are very high in English, mathematics and science. The school's performance in English, mathematics and science is in the highest five percent nationally. The upward trend in results in the end of Key Stage 2 tests over the last three years has exceeded the national trend. The school has set appropriately challenging targets for improvement and pupils reach their potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are excellent throughout the school. They have very positive attitudes to their work and to their teachers. They are interested in their lessons and will, for example, talk with adults about what they are doing and ask questions to extend their understanding. Pupils are confident to speak in front of the class and listen to each other attentively.
Behaviour, in and out of classrooms	Behaviour is very good and there have been no exclusions. Pupils are courteous and are highly considerate of one another and of adults.
Personal development and relationships	Pupils' personal development is good and they collaborate well in pairs and small groups. Some opportunities for independent learning are missed, particularly for the younger pupils. Relationships between pupils and between pupils and adults are very good. Adults and pupils demonstrate mutual respect.
Attendance	The levels of attendance are very good. Pupils arrive on time and lessons begin promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 quality of teaching is a strength of the school and is in the range of excellent to satisfactory. The quality of teaching is good and better in 77 percent of lessons and satisfactory in the remaining 23 percent. In 18 percent of lessons the quality of teaching is excellent. It is very good in 41 percent of lessons and good in 18 percent. The very good quality of the teaching has a major impact on the standards pupils achieve. The skills of literacy and numeracy are well taught and promoted in other subjects. Particular strengths of the teaching are the way in which the lessons start promptly and pupils' interest is sustained throughout by the teachers' use of a good range of strategies and very good use of time. Lessons are well planned, organised and managed and teachers have high expectations of their pupils. Explanations are clear and the pupils are told what they are going to do and why. In all the lessons, the teachers' rapport with pupils is very good and there is a sense of mutual respect between teachers and pupils. Weaknesses in the quality of teaching for children under five occur when the activities are not matched to the learning needs of the children. The most frequent shortcoming in the quality of teaching at both key stages is when the pace of the lesson slows and too much time is taken by teacher talk.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five is satisfactory and provides for all areas of learning. The curriculum for pupils in Key Stage 1 and Key Stage 2 is broad, satisfactorily balanced and relevant. The curriculum is enhanced by a very good range of extra curricular activities.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs, including those who are highly able. This is a strength of the school and pupils make good progress towards the targets set for them in their individual education plans. They receive very good support from the teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' social development is promoted very well and provision for their moral development is good. The provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school cares well for all pupils' intellectual and social development and the teachers know pupils well. There are good procedures for assessing pupils' attainment and progress, and there are examples of this information being used very well. The provision for pupils' health, safety and welfare is satisfactory and there are good procedures for promoting good behaviour and to eliminate bullying. Procedures for child protection are satisfactory but staff training needs updating.

The school has very effective strategies for teaching literacy and numeracy. This is particularly strong at the end of each key stage and contributes to the high standards pupils achieve. The provision for music is very good and is having a positive impact on the standards pupils achieve. The school has a commitment to maintaining a broad and balanced curriculum and fully meets requirements. Good progress has been made in developing curriculum policies and schemes of work and the use of assessment but continuity of learning is not completely secure between the year groups. Although there are very good examples of using assessment information to plan the next learning, for example in literacy and numeracy, this is not consistent in all subjects. The curriculum

for children under five does not provide sufficient opportunities for children to learn through practical tasks and well planned play activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher and the teacher who is second-in-charge provide very good leadership and management. They have made very good progress in improving the educational provision throughout this school year.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They have provided very strong leadership and support for the school over a difficult period.
The school's evaluation of its performance	Analysis of statutory and other assessment data is effective and this has enabled the school to identify priorities for improvement and raising standards. Monitoring the quality of teaching and learning through classroom observation and the scrutiny of teachers' planning has developed well in this school year and is beginning to have a positive impact on the quality of education and standards of attainment.
The strategic use of resources	Financial resources are used well to support the long-term development of the school. Teaching and support staff are well deployed and their work is having a positive impact on standards. The administrative assistant provides very good support for the acting headteacher and governors in managing the financial systems and monitoring expenditure.

The staff and governors work very well together. The acting headteacher has led the staff very effectively and good progress has been made in improving the educational provision. The senior teacher has provided very good support and they have been successful in implementing many important policies and practices. Together, they show a strong commitment to school improvement. The governing body and acting headteacher seek and check for the best value in all aspects of school finances. They have a good knowledge of the financial management of the school and use the funds well to support school improvement. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • Children behave well • The good quality of teaching • They feel comfortable about approaching the school with questions or a problem. • Children are expected to work hard and to achieve their best. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents think children are given too much work to do at home while others think they are not given enough. • Some parents would like more information about their children's progress • Some parents think the school does not work closely enough with parents. • Some parents do not believe that the school is well led and managed.

The inspectors agree with the parents' positive views of the school. They judge that the amount and type of homework given throughout the school is appropriate for the age of the pupils. The school provides a good and improving range of information for parents about their child's progress. The annual reports are detailed and fully meet requirements. The school encourages parents to work closely with them and provides many opportunities to do so. Children with special educational needs are very well supported by the school and parents are informed about their progress. The acting headteacher and the teacher who is second in charge provide very good leadership for the school

and many improvements have been made because of their high expectations and ability to identify the most important developmental issues. The governors also provide very strong support for the acting headteacher and fulfil their role very well.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are well above average at the end of Key Stage 1 in reading, writing, mathematics and science and are very high at the end of Key Stage 2 in English, mathematics and science. High attaining pupils are very well challenged at the end of both key stages.

1. When children start school in the reception class the results of assessments made in the first few weeks are above average for the county. Pupils, including those with special educational needs, make satisfactory progress in the reception class and good progress throughout Key Stage 1. By the end of Year 2, they achieve very high standards. For example, the results of the national end of key stage tests for 1999 show that pupils achieved standards well above the national average for seven-year-olds in reading, writing and mathematics. A very high proportion of pupils reached the higher level (Level 3). In science, the results of assessments carried out by the teachers show that pupils achieved standards above the national average. When the results of all the end of Key Stage 1 assessments are compared to those of pupils in similar schools, standards are well above average in reading and writing and very high in mathematics.
2. Pupils of all abilities, including those with special educational needs, continue to make good progress throughout Key Stage 2 and by the end of Year 6 they achieve very high standards. The results of the national end of Key Stage 2 tests for 1999 show that compared to all schools, pupils achieve standards which are very high in comparison to the national average in English, mathematics and science. A very high proportion of pupils attains the higher level (Level 5) in all three subjects and a significant number reach Level 6. When the results are compared to those achieved by pupils in similar schools, standards are very high in English, mathematics and science.
3. It is clear from the observation of lessons and an examination of a sample of pupils' work from across the ability range, that pupils reach standards which are above those expected for their age in English, mathematics and science at both key stages. The standards of pupils' speaking and listening skills throughout the school are very good and this is an important contributory factor to the good progress they make. Pupils' attainment in the other subjects of the national curriculum is at least in line with national expectations and often above. Standards in religious education are also at least as high as those laid down in the locally agreed syllabus and sometimes they are above. The high standards are the result of the very good quality of teaching and the pupils' excellent attitudes to learning. Pupils are given relevant and stimulating tasks and are motivated to concentrate. The appropriate use of materials and approaches from the national strategies for literacy and numeracy and the practical approach to learning science also contribute to the progress pupils make and the standards they achieve.
4. The school makes good use of the results of the national end of key stage tests to make comparisons with local and national standards. The acting headteacher has introduced the analysis of assessment data and the school has identified, for example, that girls did better than boys in reading and writing at Key Stage 1.
5. High attaining pupils are able to reach their potential because of the teachers' high expectations, the good match of tasks and their knowledge of their own learning. For example, Year 6 pupils in a mathematics lesson on surface area and volume are challenged by the task to design a triangular prism with a specific volume but respond very well. The work planned by the teacher is increasingly challenging and the tasks more open-ended. This enables pupils to reach very high standards.

The quality of teaching is very good overall.

6. The quality of teaching is good and better in 77 percent of lessons and satisfactory in the remaining 23 percent. In 18 percent of lessons the quality of teaching is excellent. It is very good in 41 percent of lessons and good in 18 percent. The quality of teaching is much improved since

the last inspection when it was judged to be variable and ranged from excellent to unsatisfactory.

7. Where the quality of teaching is very good and better, lessons are very well planned organised and managed. Explanations are clear and the pupils are told what they are going to do and why. For example, in a mathematics lesson in Year 2, the learning objectives for the lesson are shared with the pupils orally and are written up for the pupils to see. In all the lessons, the teachers' rapport with pupils is very good and there is a sense of mutual respect between teachers and pupils.
8. Good use is made of class discussions. For example, in a mathematics lesson in Year 6, the teacher makes very good use of what pupils say as they discuss how they work out mental mathematics problems involving halving and doubling. Lessons begin promptly and pupils' interest is sustained throughout the lessons by the teachers' use of a good range of strategies for teaching and learning and very good use of the time in lessons. For example, a Year 3 science lesson begins with a clear exposition by the teacher, pupils then work in pairs to plan their investigation and record their findings. The teacher monitors each group, provides good support and asks questions to extend their thinking. In the last few minutes of the lesson, pupils explain what they have done and why and the teacher makes good use of their comments to reinforce the teaching about conducting a fair test.
9. Teachers have high expectations and make them clear to pupils. A particular strength of the teaching is the use of searching and well directed questions to make pupils think. Feedback to pupils is used very well to make teaching points and to give well focused praise, which encourages and motivates pupils to even greater efforts. For example, in a Year 2 science lesson when pupils are observing and drawing the beans they have grown, the teacher reinforces her expectations by drawing the attention of the whole class to a pupil's drawing which fulfils her expectations for detail and size. Pupils are consistently required to present their work well and are given good guidance and many opportunities to devise their own methods of recording their work.
10. Pupils are encouraged to evaluate their own work and that of others. For example, in a religious education lesson at upper Key Stage 2, pupils listen attentively to others reading poems, prayers and factual information. The teacher provides a very good model of evaluation and pupils respond to the work of others pinpointing the most successful elements of their work and noting recognisable poetic forms and conventions. They give reasons for their comments and give constructive and supportive feedback.
11. Very good use is made of the last few minutes of lessons to assess the pupils' progress, reinforce the teaching points and indicate the next learning. This gives the pupils a good understanding of their achievements and leaves them looking forward to the next lesson. For example, in a mathematics lesson in Year 2, the teacher makes very good use of direct questions and focused praise to assess the progress pupils have made in their work on angles. A class activity involving pupils giving instructions to a child to make a half or quarter turn in an anticlockwise or clockwise direction furthers the pupils understanding. Finally, a ball is passed around the class and when they receive it each pupil states something they have learned in the lesson. They are supported very well by the teacher's positive comments and, as a result, have a good understanding of their own learning.
12. The scrutiny of the sample of pupils' work revealed that teachers generally have high expectations for the way in which pupils present their work. They make positive and developmental comments when they mark pupils' work and this helps them to make progress. However, at lower Key Stage 2, expectations are not as high and as a result, the quality of pupils' handwriting and presentation is not as good. Marking is less positive and tends to focus on the negative rather than giving guidance for improvement.
13. The classrooms and shared areas are enhanced by displays of pupils' work. These create an attractive and stimulating environment in which pupils can see that their work is valued. Many of the displays including, for example, word banks and mathematical vocabulary, are used very effectively by the teachers as a resource to support pupils' learning.

Children have excellent attitudes to school and behave very well. Levels of attendance are high.

14. Pupils have excellent attitudes to school. They arrive on time, are ready to start work immediately and are enthusiastic, work hard and concentrate. Pupils are eager to take part in all school activities and do so with confidence well. Parents responding to the questionnaire and at the meeting prior to the inspection said that their children are eager to come to school. This was evident in the pupils' positive response to the teaching and in their willingness to take part in all the activities. For example, during assembly, pupils of all ages enthusiastically offered to take the parts of characters in the story being told by the teacher.
15. Pupils throughout the school behave very well at all times. This is because they are interested in all that happens and because they like to please the teachers. The pupils are helped by the consistently high expectations of all the adults that work with them. The adults make very good use of praise to highlight the good behaviour and this helps the pupils to understand what behaviour is appropriate. The good order that is evident in lessons, is also a feature of break and lunchtimes. The introduction of "circle time" to deal with issues around relationships and the rare instances of bullying has been very effective and is helping pupils to develop their awareness of the needs and feelings of others.
16. Relationships are very good. The pupils say that they all get on well together and with the teachers and other adults. The pupils are courteous to adults and to other children, remembering to say "please" and "thank you" and to stand back to let others pass. They demonstrate respect for themselves and for others by the way in which they respond. For example, pupils in upper Key Stage 2 work together well in pairs and small groups and are sensitive when they evaluate each other's work.
17. Pupils attend school regularly and levels of attendance are above the national average. There have been no exclusions.
18. These very positive features of the pupils' behaviour and attitudes make a significant contribution to the progress they make.
19. This marks an improvement since the last inspection when pupils' attitudes and relationships were judged to be good. The very good standards of pupils' behaviour have been maintained.

The acting headteacher, the teacher who is second in charge and governors provide very good leadership and management.

20. The acting headteacher and teacher who is second-in-charge work very effectively together and provide very good leadership for the school. They have a shared and accurate understanding of the needs of the school and have brought about significant improvements over the last three terms. Progress towards the targets set by the last inspection has been rapid under their leadership. They have created an open atmosphere where teachers and pupils are learning to celebrate their successes and are unafraid to face their weaknesses. They have worked hard to devise and implement a range of policies. They have developed strategies for monitoring the quality of teaching and learning and these are having a positive impact on the quality of teaching. There is a real sense of teamwork and shared purpose that is strongly linked to the quality of their leadership and the effectiveness of their management. The secretary provides very efficient support for the acting headteacher and staff. Support staff also make significant contributions to the efficient day-to-day organisation of the school and the school runs smoothly.
21. The governors provide very strong leadership and have led the school very effectively through a difficult period. They fulfil all their statutory roles and responsibilities very effectively. The governors are kept very well informed by the acting headteacher. In return, they are very supportive of her and the staff. They fulfil their role as "critical friend" well because they ask pertinent questions and seek information before making decisions. They have taken a very active role in monitoring the work of the school and have a clear view of its strengths and areas for development. Financial planning is well linked to the school's development priorities and

governors make good use of the “best value” principles. The governors have a clear and well articulated vision for the development of the school but are also very aware of the division of responsibilities between themselves and the headteacher.

22. The subject coordinators provide good leadership for their colleagues and are developing their roles well. They have worked hard to adapt and implement schemes of work and have a clear picture of the strengths and areas for development in their subjects. They provide good advice and support for their colleagues. However, their role in monitoring standards and the quality of teaching and learning have not been developed.

The provision made for pupils’ social development is very good

23. The school makes very good provision for pupils’ social development. Pupils are encouraged to take responsibilities and carry out many tasks, which help with the day-to organisation of the school. Older pupils are encouraged to take responsibility for younger children and this helps to foster the sense of community within the school. The oldest pupils benefit from residential visits which promote their social skills in a new context. Pupils’ social and personal skills are also enhanced by a good range of extra curricular activities and many attend regularly. Pupils are given opportunities to play sports as part of a team and to carry out investigations in small groups and in pairs. They relate very well to each other and collaborate and co-operate effectively in lessons. These activities are successful in promoting their communication and collaboration skills. The staff provide pupils with an exemplary role model for living and working within a community. Pupils are involved in raising funds for charity and in entertaining members of the community.

The provision for pupils with special educational needs is very good.

24. The provision for pupils with special educational needs is very good. The good procedures for assessment enable the school to identify pupils at an early stage. Pupils are given good support by the teachers and support staff. Individual education plans are very well written to provide small steps in learning which enable pupils to be successful and make good progress towards the targets set for them. The plans contribute directly to the good progress pupils make in lessons. Class teachers know individual pupils with special educational needs well and plan effectively so that they are integrated fully into all the lessons. Learning activities, particularly in literacy and numeracy lessons, are well matched to their needs. Pupils have equality of access to all aspects of the life of the school. Because of this very good provision, pupils make good progress towards the targets set for them.
25. The special educational needs co-ordinator provides very good leadership and has a detailed knowledge of all the pupils on the school’s register. Very effective links are made with other professionals and parents are kept fully informed and involved at every stage.

Parents have very positive views of the school and are very supportive.

26. Parents and carers are very supportive of the work of the school. Through the questionnaires and at the meeting for parents prior to the inspection they have confirmed their very high levels of satisfaction with the progress their children make and the standards they achieve. They recognise the good quality of teaching and the impact this has on their children’s progress and very good behaviour. They feel that the school promotes the right values and are pleased that their children are expected to work hard and achieve their best. They agree that their children are helped to behave well, take responsibility and develop mature attitudes. They are pleased that their children like school. Parents feel comfortable about approaching the school with questions or a problem
27. Parents make a very good contribution to their children’s education and play their part fully in supporting the home school agreement. Parents give good support to their children’s work at home and at the parents’ meeting and in the questionnaires there was wide support for the

homework policy. A few parents thought that their children were given too much homework and an equivalent number thought that there was not enough homework. The inspectors judge that the children are given sufficient and appropriate homework. Consultation evenings are always well attended by parents and they are keen to share information about their child's progress. The majority of parents have a positive and open relationship with the school which enables the staff to hear about any concerns they may have and deal with them promptly. This is very helpful to the acting headteacher and staff. School events are very popular and are very well supported.

28. There is a very active parents' association which raises substantial funds for the school and organises social events which bring together children staff and parents. They are also keen to take on practical tasks which help the school to enhance its provision. For example, computers were donated and set up in the Learning and Resource Centre (LARC). Many parents provide very valuable support in the classrooms on a regular basis. For example, they hear children read and help groups of children with baking or sewing. Parents willingly volunteer to accompany classes on educational visits and provide transport for sporting events. Many parents are involved in running after-school activities which are very beneficial for the pupils and enhance the school's curriculum very effectively. For example, they help with swimming and run a Saturday football club. The school values their loyal support.
29. In their response to the questionnaire and at the meeting prior to the inspection some parents expressed concern about the leadership and management of the school in the absence of the headteacher. The inspectors judge that the acting headteacher, supported by the teacher who is second in charge and the staff, is providing very successful leadership for the school. The strengths of the school have been maintained and many improvements have been made as a result of her leadership.

WHAT COULD BE IMPROVED

The provision for children under five including the curriculum, the strategies for teaching and learning indoors and outdoors and the quality and range of resources could be improved.

30. The provision for children under five is satisfactory and they make satisfactory, and sometimes good, progress. On entry to school, most children achieve levels above the average for the county and by the time they are five years old they achieve levels which exceed the expectations of the national desirable learning outcomes for children of that age. However, there are several aspects of the provision that are insufficiently developed to provide children with a curriculum which closely meets the needs of the age group.
31. The children's personal and social development is satisfactorily promoted. The teacher and the nursery nurse have a warm rapport with the children and give them appropriate encouragement and support. There are high expectations for children's attitudes and behaviour and they respond well to them. They are willing learners and show that they can concentrate for long periods, particularly when they learn through practical activities, in question and answer and story sessions. They show consideration for other children, share and take turns when using the resources and handle books and equipment with care. However, there are few opportunities for them to make independent choices of activities, tools or materials.
32. The provision for the development of children's language and literacy skills is satisfactory. Children are articulate and are encouraged to speak in whole class sessions, in small groups and individually to the adults. They are confident in their responses. Opportunities for children to extend their vocabulary and sentence structure in relevant and well planned role-play activities are insufficiently developed. An examination of children's written work revealed that it is marked regularly and praise is given but there is little evidence of targets having been set to help children improve the content and structure of their text. For example, the children's "news", written every Monday, has not developed over the year and the children use the same sentence structure and similar vocabulary now as they did at the start of the year. The quality of some writing at the start of the year indicates that children are required to trace or copy-write too soon. Progress has been made in handwriting in that most children have moved from tracing over the teacher's writing, to

copying and then to independent writing but many form letters incorrectly. A “mark-making” table is provided for children to experiment with their writing but writing is not strongly promoted through role-play or any other play activities.

33. In the mathematical area of learning, children generally make at least satisfactory progress. They add and subtract numbers within ten and understand ordinal number. They use a tally chart and record their findings in a simple block graph. They can name some simple two-dimensional shapes and recognise some of their properties. However, the sample of children’s work shows that children of all abilities are taught the same mathematics and that there is a strong emphasis on recording their work on teacher produced or commercial worksheets. For example, in a lesson about the measurement of length, children under five and in the reception year of all abilities are given the same tasks. They compare lengths and state which is shortest, longest or tallest and measure each other’s height using their hands. They make one comparison, record it on a teacher produced worksheet and are then sent to another activity. This does not give them sufficient opportunity to consolidate their understanding or make meaningful progress. Areas of the classroom are insufficiently used to promote children’s mathematical development.
34. Children’s physical development is promoted satisfactorily through regular physical education lessons. Opportunities are provided for them to cut, stick and paint and to use some construction toys but the planning and assessment do not pinpoint how the children’s skills are to be developed in these activities. There is no outdoor area to provide regular access to more energetic play or to promote all areas of learning in a different context. The school has identified this as a shortcoming in the provision for the age group and plans are in hand to make a suitable area available.
35. The written curriculum is appropriately based on the six areas of learning and the intention is to promote the desirable learning outcomes. Satisfactory links are made to the National Curriculum for Key Stage 1. However, there are shortcomings in the way in which the curriculum is taught. There is an over-emphasis on formal recording and table-based activities. Higher attainers are not consistently well challenged and younger pupils are given too few practical experiences upon which to build their understanding of each area of learning. Although the room is equipped with some appropriate resources, for example, a sand tray, painting activities and a role-play area, these areas of provision are not sufficiently exploited to promote children’s development in the six areas of learning. Most typically, children are taught as a whole class and these resources are offered to them while the teacher supports the groups engaged in paper and pencil activities. As a result, opportunities are lost to teach the children in a relevant and stimulating context through the adults’ interaction and intervention in the children’s play.
36. Overall, resources are limited and the classroom is not well arranged to support an appropriate curriculum for the age group. There are too many tables which make it difficult to move around the room. All the play activities are at the edges of the room and are not given high status. The nursery nurse gives good support to individuals and small groups, but in general, her skills are not used to the full to support the children in the class.
37. The quality of teaching is satisfactory. The strengths of the teaching are in the teacher’s control of the children and the high expectations for behaviour and listening. Routines are well established and children are secure and happy. The imaginative use of a puppet in a mathematics lesson helps the children to sustain their concentration. Story telling is effective and the children benefit from these sessions. The teachers’ knowledge and understanding of the age group is satisfactory and the school has provided her with good support from the local education authority’s early years consultant. The teacher is beginning to develop more appropriate use of practical activities as a result of this input. However, there are still shortcomings in the plans for teaching particularly in matching the tasks to children’s needs and the use of the adults’ time to support and extend the learning through well focused intervention.

The curriculum for information technology and the use of computers to support pupils’ learning

38. Standards in information technology are in line with national expectations at the end of each key

stage and pupils make satisfactory progress in all aspects of the subject but standards in this subject are noticeably lower than in most others. The scheme of work is appropriate and provides pupils with access to all the requirements of the National Curriculum. However, there is not sufficient guidance for teachers on systematically planning opportunities to build on pupils' prior skills and knowledge. Information and communications technology is taught formally and good use is made of the computer suite to demonstrate the use of various programmes and equipment. The co-ordinator has identified the use of control technology as an area in need of development.

39. Although pupils use their information technology skills, particularly word processing, to support their work in other subjects, these opportunities are not planned consistently by all teachers. The school has identified this as an important focus for development. The subject co-ordinator provides knowledgeable and enthusiastic leadership for her colleagues and has a clear vision for the development of the subject in order to raise standards.

The management of the curriculum, including the role of subject leaders.

40. The quality of the curriculum for pupils in Key Stage 1 and Key Stage 2 is good. It is well balanced, broad and relevant. The school has successfully maintained the breadth of the curriculum, including residential visits, while strongly promoting the national strategies for literacy and numeracy. This contributes to the high standards that pupils achieve across the curriculum. For example, the school makes particularly good provision for music by employing an additional teacher who is a specialist and by giving more than twenty-five pupils the opportunity to learn to play an instrument. As a result, pupils achieve high standards in music. The curriculum is well enhanced by a wide variety of after school clubs including various sporting activities and music.
41. An examination of the school's timetables revealed that a considerable proportion of each morning is taken up with literacy and numeracy lessons and most other subjects are taught in the afternoons. These lessons often run much longer than the time recommended in the national literacy and numeracy guidance, and although the pupils benefit from the teaching, it creates considerable pressure on the school's intention to maintain a broad and balanced curriculum.
42. The school makes good provision for pupils' spiritual, moral, social and cultural development and there are particular strengths in the provision for their social development. This provision promotes their personal and social development very effectively. Although pupils' spiritual and cultural development is satisfactorily promoted, opportunities are sometimes missed because there is no systematic, planned approach. Pupils' spiritual development is promoted well in collective worship and through art and music. There is very good practice in some classes where pupils are given opportunities to reflect on important ideas, for example, in religious education lessons and in "circle time". For example, pupils in Year 6 have been considering man's impact on the environment and the natural world with a special focus on the plight of whales. This provides pupils with insights into values and enables them to reflect in a way which develops their own set of values and beliefs. Music is used to create an ethos for reflection and they respond by writing sensitive poetry and prayers which reveal the depth of their understanding and empathy for whales. In this way their spiritual awareness is promoted and they gain self-knowledge.
43. Three of the key issues for improvement given at the time of the last inspection in November 1996 were associated with the quality of curriculum guidance and planning. Particularly good progress towards these targets for improvement has been made over the last three terms under the leadership of the acting headteacher. In the summer term of 1999, the school adopted national guidance for English, mathematics, science, history, geography and design technology. This guidance was tailored to the particular needs of the school. The locally agreed syllabus for religious education was also implemented. An appropriate decision to teach history, geography design technology and science through a topic based approach was made and plans devised and implemented. These schemes of work provide teachers with a structured approach to planning for the development of pupils' skills and knowledge and ensure that they build systematically on their prior learning. The national strategies for literacy and numeracy are strongly promoted and the school has identified a positive impact on the progress pupils have made. There are now

policies and schemes of work in place for all the subjects of the national curriculum except physical education which, along with information technology, is a focus for further development. This represents good improvement towards the key issues from the last inspection.

44. There are some inconsistencies in the quality of short-term plans for teaching. There are examples of excellent lesson planning which have clear learning objectives drawn from the medium-term plan. These learning objectives are based on the teacher's assessment of the pupils' progress in the previous lesson and provide challenging learning opportunities. Stimulating and relevant activities are provided and assessment opportunities are clearly planned. The teacher plans to use a variety of teaching and learning strategies. However, in a few teachers' plans, the learning objectives are not specific and are sometimes confused with activities. Assessment is not used consistently to inform the planning, and as a result, the pupils are not sufficiently challenged.
45. The school has made good progress in developing a policy for assessment and this has generally been successfully implemented. There are examples of very good practice where the results of day-to-day assessments are used very well to indicate what the pupils' need to learn next. However, this is not consistent across the school and needs to be more rigorously implemented in order to achieve a close match of tasks and activities to the particular needs of the pupils. Similarly, when most teachers mark pupils' work they indicate the specific strengths and target a point for improvement. A few teachers tend to make only negative comments and do not indicate what the pupil needs to do to improve.
46. A further key issue from the last inspection was to develop the monitoring of the curriculum in order to have a greater impact on the quality of teaching and learning. Good progress has also been made over the last three terms. The acting headteacher and senior teacher have examined teachers' plans and samples of pupils' work, lessons have been observed and feedback has been given to teachers. This is having a positive impact on the development of the curriculum and is providing a strong lead in the development of teaching skills. The school is now ready to further refine the curriculum plans, particularly at the medium and short-term stage. Plans are appropriately in place to involve subject coordinators in monitoring activities over the next academic year in order to identify specific areas of the curriculum for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Teacher, governors and staff should continue to build on the many good and very good features of the school. To further improve the standards of pupils' achievements and the quality of education provided they should now:

1. Develop the provision for children under five and in the reception year so that:
 - the curriculum provides for children's differing needs in all areas of learning and, in order to provide challenge for the higher attainers, makes stronger links with the National Curriculum programmes of study for Key Stage 1.
 - the particular needs of the age group are recognised and provided for through well-planned and challenging play activities and stimulating role-play.
 - the teacher uses a wider range of teaching and learning strategies including interaction and intervention in children's play.
 - the classroom is organised and resourced to support children's development in all areas of learning.

Reference to this issue can be found in paragraphs: 1, 30-37 and 44

2. Raise standards in information and communications technology by improving the quality of the scheme of work in order to:

- ensure that pupils throughout the school are given planned opportunities to build on their information and communications technology skills and knowledge
- provide planned opportunities for pupils to use these skills in other subjects.

Reference to this issue can be found in paragraphs: 38 and 39

3. Further develop the management of the curriculum so that:

- best use is made of educational time, particularly in the mornings, to maintain a broad and balanced curriculum.
- the quality of teachers' short-term plans is consistent with the best examples in the school.
- more consistent use is made of assessment information to match the curriculum to pupils' needs.
- opportunities for pupils' spiritual, moral, social and cultural development are systematically planned for in all subjects.
- subject leaders develop their skills in monitoring and evaluating standards, the quality of teaching and of learning and use the information to identify priorities for improving the match of the curriculum to the needs of pupils.

Reference to this issue can be found in paragraphs: 40-46

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
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
18	41	18	23	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	R-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		184
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		19

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	17
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence	%
School data	3.6
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	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	10	10	10
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	10	10	10
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (100)	96 (100)
	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	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	16	16	16
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	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)	7
Number of pupils per qualified teacher	26
Average class size	30

FTE means full-time equivalent

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	56

Financial information

Financial year	1998-1999
	£
Total income	282,153
Total expenditure	263,143
Expenditure per pupil	1,513
Balance brought forward from previous year	6,051
Balance carried forward to next year	25,061

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	1	0
My child is making good progress in school.	63	33	2	1	1
Behaviour in the school is good.	80	18	2	0	0
My child gets the right amount of work to do at home.	42	39	11	4	3
The teaching is good.	68	27	3	0	2
I am kept well informed about how my child is getting on.	47	39	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	28	3	3	2
The school expects my child to work hard and achieve his or her best.	72	23	4	0	1
The school works closely with parents.	47	41	7	4	0
The school is well led and managed.	51	33	6	6	4
The school is helping my child become mature and responsible.	65	27	3	0	5
The school provides an interesting range of activities outside lessons.	46	42	5	3	3

Summary of parents' and carers' responses

Parents are generally very supportive of the school. Some parents expressed concern about the leadership and management of the school in the absence of the headteacher.