

## INSPECTION REPORT

### **PEMBRIDGE CE PRIMARY SCHOOL**

Pembridge - Leominster

LEA area: Hereford

Unique reference number: 116906

Headteacher: Mrs Rosemary Privett

Reporting inspector: Phil Mann  
23219

Dates of inspection: 25<sup>th</sup> – 26<sup>th</sup> June 2001

Inspection number: 192194

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: Voluntary aided

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: West Street  
Pembridge  
Leominster  
Herefordshire

Postcode: HR6 9DU

Telephone number: 01544 388366

Fax number: 01544 388750

Appropriate authority: Governing body

Name of chair of governors: Dr David Griffith

Date of previous inspection: 25<sup>th</sup> February1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Pembridge CE Primary School has 80 pupils on roll, aged 4 to 11, and the average class size is 20. The school is located in the village of Pembridge, near the Herefordshire town of Leominster. About half of the pupils live in the village with the remaining pupils from neighbouring hamlets and farms. The current circumstances of most families are above average. The original building dates from the 19<sup>th</sup> century and there have been several extensions to it. The school is surrounded by an attractive playground and playing field. At the time of the inspection, there were two children under five in the reception class. The attainment of children at the start of school is above average. Twenty per cent of pupils are on the special educational needs register, which is average. Of these, there are 13 pupils at the early, school-based stages of assessment and provision and currently there are no pupils with a Statement of Special Educational Need. The school's current aims and priorities are appropriate for the circumstances of the school. The school has exceeded the targets it has set to raise attainment at the end of Key Stage 2.

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

This is a good school where strong and effective management from the headteacher and good teaching is ensuring that pupils are achieving very high standards in many subjects by the end of Key Stage 2. The teachers and staff know the pupils very well and provide a stimulating learning environment within a caring, Christian community. Given the very high standards being achieved, the quality of teaching and learning, the school provides good value for money.

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

- By the age of 11 pupils achieve high standards across the curriculum. In particular, standards are very high in English, mathematics, art and music.
- Teaching is good overall throughout the school. It is consistently very good in Key Stage 2.
- Pupils display exemplary attitudes to learning in response to the very high quality provision for their spiritual, moral, social and cultural development.
- The curriculum is enriched with a wide range of stimulating activities.
- The school is well led.

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

- Planning for children in the Foundation Stage.
- The use of the school's good assessment information to inform the teachers' planning for lessons.
- The governors' understanding of where improvements are needed and how they can work with the headteacher to achieve them.

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

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

The school has made considerable improvement in dealing with all of the key issues identified in the previous inspection. All of the issues related to health and safety have been addressed and the new administration area provides an attractive entrance to the school. Curriculum planning is now good for pupils in Key Stages 1 and 2 and information and communication technology is effectively used to provide a range of exciting learning opportunities. The capacity for further improvement is good.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	B	A	C	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	A*	A*	A	
Science	A	A	A	A	

Overall, the attainment of pupils on entry to the school at the start of the reception year is above average. The school improves further on these standards and, by the age of 11, the proportion of pupils achieving or exceeding the expected target of Level 4 in the National Curriculum tests is well above average. Results of the 2000 tests show that, when compared to schools with similar intakes, standards are average in English and well above average in mathematics and science. The school's results in mathematics have consistently been in the highest 5 per cent nationally for the last two years. When results over the past three years are compared, performance is normally well above the national average and the rate of year-on-year improvement is broadly in line with the national trend. The work observed during the inspection confirmed these high standards. The school expects to exceed its published targets for 2001.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are very keen to be at school and their attitudes to learning are exemplary. They set about tasks with enthusiasm and drive, and respond very well to the high expectations of the teachers and support staff. However, the quality of handwriting and presentation of their work is inconsistent in the different classes.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good and there is a complete absence of any bullying or aggressive behaviour towards others.
Personal development and relationships	All pupils care very much for each other, and respond well to opportunities for co-operative activity. Older pupils display a strong sense of responsibility and initiative around the school. The relationships between pupils and teachers, and pupils themselves, are very positive and this contributes significantly to the harmonious atmosphere within the school.
Attendance	Good. Levels of attendance have improved since the last inspection.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. No unsatisfactory teaching was observed. Nine out of the ten lessons seen were good or better. Teaching in Key Stage 2 is of consistently very high quality. Four out of the six lessons seen in this key stage were very good or better, with two lessons being excellent. The very high quality teaching in this key stage ensures that pupils make good progress in many subjects.

Overall, teachers have a good knowledge of the subjects that they teach. This is clearly demonstrated by teachers in art and music at Key Stage 2. All teachers have high expectations of pupils' work and use a good range of teaching methods to achieve their aims. Teachers carefully assess their pupils' skills, knowledge and understanding through skilful questioning and use this information to ensure that work is well matched to pupils of differing abilities. As a result, pupils are very interested in what they have to do and grow in confidence and independence. A particularly strong feature of lessons is the teachers' very good management of pupils. Teachers hold pupils' attention and ensure that the organisation of the work to be done, and the grouping of the pupils to do it, are carried out efficiently. Basic skills of literacy and numeracy are taught well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Teachers plan for a wide variety of learning experiences across the school. This is especially so in art, music and physical education for pupils in Key Stage 2. Computers are used well to support pupils' learning in several other subjects. The planning for children in the Foundation Stage is not consistent with the government's guidance and there is not enough emphasis on learning through play.
Provision for pupils with special educational needs	Good. Teachers and staff effectively support these pupils and, as a result, they make good progress in relation to their prior attainment. The procedures for monitoring the progress of these pupils are good but individual targets are not always sufficiently detailed to ensure progress can be measured effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils are provided with very good opportunities for their personal, social and moral development. The school places a very strong emphasis on pupils' spiritual and cultural development, with meaningful assemblies and special events during the school year.
How well the school cares for its pupils	Teachers know their pupils very well. There are good procedures for monitoring and assessing the progress they make in lessons. The information gathered is not always effectively used to plan for the next stages in the pupils' learning. Procedures for child protection are very good and the school is a safe and caring place.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership. She is effectively supported by a capable senior teacher. Together they provide clear educational direction for the school's work. As a result, most pupils achieve very high standards before they begin their secondary education.
How well the governors fulfil their responsibilities	The governors provide effective support for the work of the school. Statutory requirements are fulfilled and they are clear about the school's strengths. Their understanding of the school's areas for improvement is less secure.
The school's evaluation of its performance	The headteacher monitors the quality of teaching and learning very well. A good start has been made in the evaluation of pupils' achievements, and data is now being collated to assist in further target setting. The school's procedures for appraisal and performance management are very good, and members of staff have clear performance targets.
The strategic use of resources	The school makes effective use of specific grants but the plan for school improvement is not linked closely enough to the school budget. Consequently, the school is not yet in a good position to assess the effectiveness of new initiatives.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty parents returned the questionnaire and 13 attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like coming to school.</li> <li>• The good progress that they make in lessons.</li> <li>• The high standard of teaching.</li> <li>• That the school is well led and managed.</li> <li>• That they find it easy to talk to staff about any concerns that they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework for pupils</li> <li>• A wider range of extra-curricular activities</li> </ul>

The inspection team agrees with all the positive views of the parents. However, it judges that the amount of homework is appropriate for all children. It also considers that the range of extra-curricular activities is very good for a small rural school.

## **PART B: COMMENTARY**

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

**By the age of 11, pupils achieve high standards across the curriculum. In particular, standards are very high in English, mathematics, art and music.**

1. By the time they leave school at the age of 11, pupils achieve very high standards in English and mathematics. Attainment is above average when children start school in the reception class. Most of them make good progress in their communication, language and literacy skills. By the end of the reception year, they have attained all the Early Learning Goals<sup>1</sup> in the six areas of learning identified for children in this age range. Standards in reading and writing achieved by pupils aged 7 in the 2000 national tests were well below average due to the high proportion of special educational needs in the year group. However, the test results for the last three years indicate that overall standards are above average overall. Very high standards in mathematics were achieved in the 2000 national tests for pupils in this age group. Eleven year olds attained very high standards in English, mathematics and science in the 2000 national tests. These results were well above the national average and very much better than that of pupils in similar schools in mathematics and science but average in English. This very high attainment is due to consistently very high quality teaching in Key Stage 2. Teachers make lessons interesting and stimulating and, therefore, pupils enjoy literacy and numeracy sessions. Lessons in art and music are also of a very high standard in Key Stage 2, with the result that standards are also very high in these subjects. In response to this very high quality teaching, the pupils display an excellent attitude to learning to produce these very high standards of attainment.
2. Skills in speaking and listening are very well developed. Pupils are good at listening and, by the end of Key Stage 2 clearly articulate their views during discussions. They confidently use a wide range of vocabulary, including technical terms, and speak with clarity and good use of grammar. For example, during a history lesson for a class of Years 5 and 6 pupils, pupils responded very well in pairs to the opportunities for co-operative research and discussion about the plight of evacuees during the Second World War. Year 6 pupils could clearly indicate their findings to the rest of the class and assisted with the collation of these on the whiteboard. These standards are reflected lower down in the school. For example, a Year 4 pupil clearly articulated during a class assembly why the pond area was a special place and a haven for wildlife.
3. Skills in reading are well developed. From an early age pupils use a wide range of strategies to decipher unfamiliar words and, by the time they are in Year 6, most read fluently and expressively. Teachers use the literacy lessons to teach effectively a range of reading skills. This ensures pupils of all abilities, including those with special educational needs, make good progress in their reading. Year 6 pupils read with enthusiasm and expression, displaying a love of books. They use their research skills to locate information for history and science topics, but their knowledge of the classification system in the school library is underdeveloped, a small area for improvement.
4. Writing skills are well taught across the school and good opportunities are provided for pupils to use their skills in many other subjects. For instance, pupils in Years 3 and 4 produced good accounts of life in Tudor times as part of their history studies. In

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#### **<sup>1</sup> EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the **F**oundation **S**tage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

comparison with other aspects of the English curriculum, handwriting skills are inconsistently developed across the school. This has been recognised by the school. Pupils are encouraged to write in a neat style, with the best results seen in Years 3 and 4. Throughout the school writing is well punctuated and, in Year 6, pupils make good use of punctuation, such as paragraphs and speech marks to provide interest for the reader. Pupils in this year group write particularly good pieces of poetry, as illustrated in a poem read out aloud by a pupil in a school assembly. This pupil wrote with expression about a 'Siberian Tiger' describing that "it spots its prey with its moon blue eyes...it is a brown, bulky bear!" Note-taking skills are used well and pupils draft and redraft their writing to good effect.

5. These very good standards achieved in literacy help pupils to work to a similarly high standard in other subjects. For example, Year 6 pupils confidently used their skills to write, in the third person, an extract of an evacuee's experience in the Second World War.
6. Skills in numeracy are well developed and teachers provide good opportunities for pupils to practise, in a variety of practical situations, what they have learned. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning, and pupils are encouraged to use their emerging knowledge of the patterns created by numbers. By the time that they reach Year 6, these skills are at a very high level. A large proportion of pupils in Year 6 are working at a level above what is expected nationally, and about one third of the highest ability group are functioning at a level more normally associated with pupils in their first year at secondary school. Analysis of the work of pupils in Year 6 indicates that they have developed good skills of investigation, and that they can use the computer to illustrate their results in various charts and graphs. Progress is consistently good throughout the school, and high standards are achieved in lessons. For instance, most pupils in Years 3 and 4 can confidently calculate equivalent fractions such as  $\frac{2}{10} = \frac{1}{5}$ . Pupils' good attainment in mathematics helps them with their work in other subjects. For example, pupils in Year 6 produced line graphs, using a spreadsheet on the computer as part of their studies in science, to depict the effect of gravity on a simple model 'helicopter'.
7. Skills of scientific enquiry are well developed and standards are above average across the school. By the time pupils are in Year 6 they are knowledgeable and experienced across the breadth of the curriculum. There is a good emphasis on investigative activity. As result, most pupils are secure in their understanding of the principles of fair testing. They achieve good standards in a range of topics, from electrical circuits and the practical applications of conductors and insulators, to the study of reversible and irreversible changes.
8. Very good teaching in Key Stage 2 ensures that, by the time they leave school at 11, pupils achieve very high standards in music and art. Pupils in this key stage learn a wide range of skills in these subjects. As a result, pupils in Years 3 and 4 competently produce sculptures in clay and paper in the style of Gaudi. Those in Years 5 and 6 draw very realistic portraits in pencil, to mimic distorted digital camera pictures of their classmates. These examples illustrate effectively the breadth of talent that pupils have developed. This talent for the expressive arts is replicated in the pupils' ability to play an instrument and to read music. For example, all pupils by the age of 11 can play untuned and tuned instruments to a high standard, both in assemblies and during class lessons. All Years 5 and 6 pupils display a good knowledge of graphic notation, which they use to good effect to play a complex tune as a class, demonstrating the strength of music making within the school.

**Pupils display exemplary attitudes to learning in response to the very high quality provision for their spiritual, moral, social and cultural development.**

9. Pupils' attitudes to learning are excellent. They enjoy coming to school and taking part in the wide range of interesting and stimulating activities on offer. Pupils in all classes are extremely well motivated, and respond very well to the good quality teaching and very good provision for spiritual, moral, social and cultural development. This results in almost all pupils displaying a keen enthusiasm for school and lessons. Displays of artwork exhibit the level of care and attention that the pupils place on their work but handwriting is sometimes inconsistent in style and the level of clarity.
10. Many pupils play a full part in class discussions and activities. They respond enthusiastically to the very good opportunities for individual reflection on spiritual and moral issues discussed during whole school and class assemblies. For example, pupils in an outdoor class assembly for Years 3 and 4 responded very well to very high quality opportunities for individual reflection about the natural world around them. They considered in depth the beauty of the natural world and their place within it. Opportunities for reflection like this very effectively develop the pupils' spiritual awareness.
11. Most pupils concentrate for long periods in lessons and a strong feature is their ability to work in pairs or small groups. Most pupils enjoy meeting the challenges that teachers present to them and they use their own initiative effectively to solve problems for themselves, as seen in an excellent art lesson for pupils in Years 3 and 4. The attitudes and behaviour of children are very good in the Foundation Stage, in the reception class. These children display good levels of concentration and willingly share resources with classmates.
12. The overall behaviour of pupils is very good. Planning for pupils' moral development is very strong across the school. Pupils are encouraged to express their views and feelings about a range of moral issues. The clear code of behaviour is implicit within the school's aims and the pupils' response to this is very positive. Pupils are accustomed to showing respect for other people's property and are invariably polite and trustworthy. Instances of bullying and aggressive behaviour are extremely rare, and there have been no pupil exclusions in the last reported year.
13. Personal development and relationships are very good. Pupils, teachers and other adults within the school relate extremely well to one another. This is because the element of respect for teachers, adults and each other is excellent. Teachers know their pupils very well and pupils feel valued. As a result, they try their best in all they do. Pupils are courteous and polite to each other, adults and all visitors to the school. Older pupils take responsibility for organising what they do, and their ability to share their learning with others is good. This effectively promotes their personal development, sense of community and citizenship.
14. The provision for pupils' cultural development is very good. Most pupils understand the value of their cultural traditions, and a very good range of activities ensures that pupils appreciate the cultural diversity of British society. The school provides very many enriching cultural experiences for its pupils, such as cultural weeks and visits to places of worship.

**Teaching is good overall throughout the school. It is consistently very good or better in Key Stage 2.**

15. The quality of teaching is good overall and no unsatisfactory teaching was observed. Nine out of the ten lessons seen were good or better. Teaching in Key Stage 2 is of

consistently very high quality. Four out of the six lessons seen in this key stage were very good or better, with the other two lessons being excellent. This very high quality teaching in this key stage ensures that pupils make good progress in many subjects.

16. Teaching in the school is characterised by good planning and thorough preparation. All teachers clearly identify their learning objectives. They share them with pupils at the start of lessons so that the purpose of the work is made clear. During the important plenary session at the end of lessons, when learning is reviewed and reinforced, teachers often make good links to the learning objectives set out at the start of the lesson. In the best lessons, pupils are given the opportunity to reflect and to evaluate their own progress in achieving these objectives.
17. The skills of literacy and numeracy are taught in a thorough, structured way, with a good emphasis placed on the use of technical vocabulary specific to the subjects. As a result, older pupils confidently use terms such as 'paragraphs' and 'first' and 'third person', when talking about persuasive writing.
18. All teachers use resources well to make lessons interesting, and to introduce new concepts. This is particularly so in literacy lessons. For example, the teacher in a Year 2 lesson used flash cards well to develop the pupils' spelling. The overhead projector was also used well in a literacy lesson, for Year 5 and 6 pupils, to share a text extract with the whole class. Learning support assistants are well briefed and provide valuable support to individuals or to small groups. This form of help is particularly effective during 'literacy hour' sessions. It is also used to good effect in the teaching of information and communication technology, where good quality guidance and support by classroom assistants is provided for pupils using the Internet.
19. Lessons contain a good balance between direct teaching, activity by the pupils and time to review what has been learned. Teachers are skilled in questioning their pupils to assess what they know and the level of their understanding. Good subject knowledge, combined with good assessment, enables teachers to rephrase questions or to approach the way in which a particular skill is taught from a different perspective, in response to the needs of individual pupils. For example, in an excellent art lesson for Years 3 and 4 pupils, the teacher successfully led a discussion on the appreciation and interpretation of the style of Gaudi's artwork in Barcelona. Questions were phrased in such a way that pupils of all abilities were involved and the level of their understanding was clearly demonstrated by the vibrant and exciting quality of work produced by the end of the session. Teachers constantly monitor how pupils are progressing, making opportune prompts to support the slower learners as well as challenging questions or remarks to stretch the higher attainers.
20. Pupils are very well managed in all lessons. The very good working atmosphere created through high expectations of pupils' behaviour, mutual respect between teachers and pupils and clearly established classroom routines, enables all pupils to concentrate on their work and to make good progress. Pupils' excellent attitudes and very good behaviour contribute strongly to the quality of learning. This was demonstrated particularly well in the reception class in a literacy lesson. The teacher involved children at varying stages of development during the introductory activities by engaging their interest and attention through the use of practical and interactive activities. Follow up work was managed very well and as a result these children responded very well to the work on the seaside in readiness for their trip to the coast later in the week.
21. The foundation of this high quality teaching is the consistently good planning for what is to be learnt. This provides a very clear framework for teachers and, when combined with very secure knowledge of the subject being taught, results in the crisp pace to learning as

seen in Key Stage 2. Teaching of this quality was observed in a Year 5 and 6 literacy lesson to develop pupils' skills in writing a piece of explanatory text. The teacher was very knowledgeable and enthusiastic, and sustained a brisk pace throughout the lesson. Tasks were clearly explained and pupils' understanding of them was carefully checked before they were set to work. The teacher ensured that all pupils took part in the lesson through carefully targeted questions. Pupils' contributions were equally valued and praise was effectively used. As a result, these pupils, including those of lower ability, enjoyed the challenging nature of the task.

22. The quality of teachers' marking is generally consistent across the school but best in Key Stage 2, where it is very thorough. These teachers provide good levels of praise for pupils and targets for improvement. This is especially so in writing, where individual targets are set for pupils. This high standard of marking is backed up with good assessment procedures and detailed evaluations of the pupils' progress. Homework is generally well used to supplement and reinforce what is learned in class. Pupils throughout the school are encouraged to take reading books home together with spellings and number work. Homework, such as projects and further research, is used particularly well in Key Stage 2 to support learning in class.

### **The curriculum is enriched with a wide range of stimulating activities.**

23. The curriculum offered to pupils is a strength of the school. It is broad, balanced and relevant and is very well constructed so that pupils' skills, knowledge and understanding are developed systematically from year to year. Very good links are planned between subjects, so that pupils have regular opportunities to transfer skills learned in one subject to their work in another. For example, effective use of information and communication technology provides good opportunities for good links between subjects. This is clearly demonstrated in mathematics, science and art with activities such as data handling and use of the digital camera. This effective planning provides a good balance between the academic subjects such as English, mathematics, and science and the more expressive nature of art, music and physical education. As a result, all pupils are provided with very good opportunities to excel in areas of individual strength.
24. A very good programme of educational visits, and high-quality experiences provided by visitors to the school, enriches the curriculum and provides valuable stimuli for pupils. The annual 'Cultural Week' is just one example. These weeks have a strong focus on dance and the expressive arts. This provides the pupils with a good understanding of their own culture and that of others. For instance, a performance by a troop of Indian 'Bangra Dancers' provides good opportunities for pupils to gain a greater understanding of their place in a multi-cultural society. Visits to a local art gallery also encourage and support the development of pupils' artistic skills, and these are put to good use in exhibitions at the local church.
25. A strong Christian ethos permeates all the school's work. Pupils learn to have care and consideration for one another and develop good skills of citizenship. The provision for personal development is very good and an impressive range of activities outside lessons underpins the curriculum. The range of extra-curricular activities is very good for such a small school. These activities are very well supported and include recorder lessons, and art and computer clubs. The school also makes very good use of external coaches to provide a good range of sporting experiences within games lessons. These lead on to competitions with other local schools and, as a result, the school has achieved some impressive results at these events.

### **The school is well led.**

26. The school is well led and managed by the headteacher. She regularly monitors the quality of teaching and learning, and has a clear view of the future development of the school. She ensures that the school's clearly stated aims are fully reflected in its work. Teachers are committed to improving pupils' attainment and are good at critically analysing the effects of their teaching. There are very good relationships within the school and there is a strong sense of teamwork among the staff. Day-to-day routines are well managed by the efficient school administrator in the new office area.
27. There has been a strong focus on school improvement since the previous inspection, with the result that all the key issues have been successfully addressed. This clear commitment to improvement is evident in the way curriculum developments are managed, and in the very good way additional, specific support for pupils is carefully targeted. The monitoring of the quality of teaching and learning by subject co-ordinators reflects the priority placed on recent national initiatives in literacy and numeracy. All co-ordinators have observed lessons in their subjects and have provided effective support to colleagues based on the information gained from their monitoring. The monitoring of mathematics by a part-time consultant, until the appointment of a permanent co-ordinator, has proved to be a useful and cost effective strategy. The very good structure for staff meetings ensures that curriculum initiatives are fully discussed and that staff are well informed about decisions made.
28. The plan for school improvement gives a clear outline of priorities. It is a useful working document, but needs further refinement. For instance, targets for school improvement are fully identified within the comprehensive plan, but links with the budget are not fully explicit because many of these targets are not fully costed. This limits the school's ability to evaluate the overall success of its plan. This has been identified by the headteacher as an area for improvement.

## **WHAT COULD BE IMPROVED**

### **Planning for children in the Foundation Stage.**

29. The quality of teaching in the Foundation Stage is good. The teacher has a good understanding of how young children learn, for example through practical and first-hand experiences. Children are given time to explore and apply their learning. The teacher makes good use of her knowledge of how children learn when presenting them with new experiences or information. However, the teacher's planning does not fully reflect the government's guidance for the Foundation Stage and there is not enough emphasis on learning through structured play. Insufficient use is made of the 'stepping stones' to plan towards children achieving the Early Learning Goals by the time they complete their time in the reception class. It is therefore difficult for the teacher to assess whether children experience and achieve all aspects of the Early Learning Goals identified for children of this age before they embark on the National Curriculum.

### **The use of the school's good assessment information to inform the teachers' planning for lessons.**

30. Teachers know their pupils very well and gather considerable information about their academic and personal development. The teachers have developed effective methods to record much of this information. Though much information is detailed, there is limited evidence of it being processed and used effectively to monitor pupils' progress, informing the setting of individual targets or predicting future achievements. Often, records of the pupils' coverage of the curriculum are not dated and this again limits the effectiveness of this information. The school has recognised that the processing of this data is an area needing further improvement and has already begun to explore ways of using it more effectively.

### **The governors' understanding of where improvements are needed and how they can work with the headteacher to achieve them.**

31. The governing body is very supportive of the school's work and is clear about its strengths. It is less secure about what the school needs to improve and this limits its overall effectiveness. For example, many governors are currently unaware of the government's recent guidance about the curriculum for children in the Foundation Stage. Governors monitor the work of the school appropriately, and several undertake visits to the school. Sometimes these visits lack a tight focus and are not closely linked to the school's improvement plan. This limits the governing body's overall ability to evaluate the success of school initiatives and improvement overall.
32. There is a sizeable budget contingency and much of this has been held as a reserve to fund the extra staffing costs for a fourth class. The governing body has identified other areas of spending related to the school site but these are not fully explicit in the school's improvement plan. This limits the ability of governors to monitor the school's overall effectiveness and achievement of best value. It is recognised that much time and effort has been devoted to the improvement of the administration area, and the results have been impressive.

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

33. The headteacher and staff, with the support of the governing body, should now:
- plan work for children in the Foundation Stage so that they fully experience all the aspects of the required areas of learning leading towards the Early Learning Goals for children at the end of the reception year;
  - use the good quality assessment information on pupils more effectively to set targets for individual improvement;
  - ensure governors take a greater role in the school's strategic planning for school improvement.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
40	40	50	10	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

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	15
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

NB. No table is included for Key Stage 1 because this year group was fewer than 10 pupils. Some data is not included for pupils in Key Stage 2 to avoid the identification of individual pupils.

### **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	10	5	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	87 (83)	93 (83)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	14	13
Percentage of pupils at NC level 4 or above	School	80 (83)	93 (83)	87 (50)
	National	70 (68)	72 (69)	79 (75)

*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	80
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)	4.3
Number of pupils per qualified teacher	20:1
Average class size	20

#### **Education support staff: YR – Y1**

Total number of education support staff	5
Total aggregate hours worked per week	51

*FTE means full-time equivalent*

### **Financial information**

Financial year	1999-2000
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	£
Total income	171,988
Total expenditure	168,659
Expenditure per pupil	1,834
Balance brought forward from previous year	41,992
Balance carried forward to next year	45,321

## Results of the survey of parents and carers

Questionnaire return rate 75%

Number of questionnaires sent out	53
Number of questionnaires returned	40

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	50	47	0	0	3
My child gets the right amount of work to do at home.	45	45	10	0	0
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	60	35	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	19	0	5	3
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	50	45	5	0	0
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	70	27	0	0	3
The school provides an interesting range of activities outside lessons.	38	54	5	3	0