

INSPECTION REPORT

BARTON C E PRIMARY SCHOOL

Barton, Richmond

LEA area: North Yorkshire

Unique reference number: 121527

Headteacher: Mrs E Trehitt

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 30 – 31 January 2001

Inspection number: 192577

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Barton Richmond North Yorkshire
Postcode:	DL10 6LJ
Telephone number:	01325 377246
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs B Whittle
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barton C E School is a small rural primary school with 65 pupils ranging from four to 11 years in age; there are equal numbers of boys and girls. In the reception class there are 13 children aged five years and under in the Foundation Stage. There are very few pupils from different ethnic or cultural backgrounds, and the number of pupils entitled to free meals is below the national average. There are seven pupils identified as having special educational needs due to learning difficulties and three pupils due to behavioural difficulties. There are no pupils who have a Statement of Special Educational Needs. Children's attainment on entry to the school is at the expected level for their age. Although this is a popular school, over the past four years the number of pupils attending the school has gradually fallen. Since the last inspection there has been one new member of staff.

HOW GOOD THE SCHOOL IS

This is a good school where pupils and teachers work hard and do their best in limited accommodation. The staff successfully provide a happy, caring learning environment in which all pupils achieve well. Children enter the school with standards that are at the expected level for their age in language and number and leave the school having reached standards above the expected level in English and mathematics. The quality of teaching is good and the school is successfully led by the headteacher with the strong support of a conscientious staff and a supportive governing body. As a result the school gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science and results in national tests at the end of Key Stage 2 have been consistently well above the national average in past years.
- Overall, pupils' behaviour is good; they work and play well together, try hard with their work and accept responsibility well.
- The quality of teaching is good; no teaching was unsatisfactory. Good assessments in English, mathematics and science helps teachers build well on past learning and provide tasks which interest and challenge pupils. Pupils' efforts and contributions are greatly valued; this leads to good progress.
- The headteacher has steered the school through a period of instability in staffing, and with the support of a conscientious team of teachers continues to strive to improve further the education the pupils receive.

What could be improved

- Pupils' attainment in writing, particularly the standard of pupils' handwriting and spelling and the quality of the presentation of their work.
- Pupils' ability to use and apply their mathematical knowledge in practical, problematic, everyday situations.
- Assessment and recording procedures in subjects other than English, mathematics, and science.
- Aspects of the accommodation relating to the size of the hall, the lack of a staff room and a suitable office and provision for children under the age of five in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in February 1997 the school has made a good improvement in the areas of concern highlighted in the report and almost all of them have been dealt with fully. There are good assessment procedures in place in English, mathematics and science enabling teachers to gain a clear picture of what pupils know, understand and can do in these subjects. This information is used well in planning work suited to pupils of all abilities. However, this good practice is not evident in most other subjects and pupils are not always assessed, resulting in little written recorded evidence of their achievements. Through a planned programme, the school effectively provides an appropriate range of opportunities for pupils' cultural development. There are planned opportunities in lessons for pupils to reflect on and discuss their views with others about other cultures and beliefs. The school has an effective policy for personal, social and health education (PHSE) and this provides clear guidance for teachers. The school plans weekly PHSE lessons for pupils and the introduction of 'circle time' provides other opportunities for pupils' personal development. The health and safety issue about fencing posts has been addressed and the school has a governor responsible for special educational needs. The quality of teaching has been maintained including the good standards, particularly in English, mathematics and science. The priorities the school has identified for development, along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

Overall, children's attainment on entry to the school is at the expected level for their age and pupils' attainment on leaving the school is above the expected level in English, mathematics and science. The school has maintained the good standards identified in the previous report. However, the standard of pupils' spelling and handwriting is not as good as their other language skills. In mathematics, pupils' ability to use and apply their mathematical knowledge in practical, everyday situations and to discuss how they reached their answers are not as strong as their computational skills. The school has plans to raise standards further in spelling through a planned programme. Due to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, by the end of Key Stage 1 in the 2000 national tests, 100 per cent of pupils achieved the expected level (Level 2) and above in reading, writing and mathematics. By the end of Key Stage 2, 100 per cent reached the expected level (Level 4) and above in science and 89 per cent in English and 67 per cent in mathematics. Above average proportions of pupils achieved the higher level (Level 5) especially in mathematics where the proportion was very high. Children under five make good progress in the reception class and, by the time they reach Year 1 will exceed the expected levels of the Early Learning Goals. A lack of outdoor play facilities limits children's progress in physical and creative aspects of their development. Progress in lessons is good for all pupils. Due to the limited size of the hall, progress in pupils' gymnastic and dance skills is restricted. Pupils with special educational needs and those for whom English is an additional language make good progress, particularly in literacy and numeracy sessions when they receive good support from classroom assistants. There is no significant difference in the progress that boys make in comparison to girls. The school has set itself challenging targets to meet in national tests and is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils are eager to learn, settle quickly to their tasks and sustain concentration well. They are proud of their school and give of their best at all times.
Behaviour, in and out of classrooms	Good. Almost all pupils behave well in all situations. They are courteous and polite to one another and to adults. In recent times, one pupil has been excluded from the school.
Personal development and relationships	Relationships are good and are built successfully on mutual respect. Pupils are mature and sensible; they organise themselves purposefully and readily show initiative both in and out of lessons.
Attendance	Attendance is satisfactory and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	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 teaching in the school is consistently of a good quality in all classrooms and the needs of all pupils are met well. All the teaching was satisfactory or better, and in 60 per cent of lessons the teaching was good. No teaching was very good or better. The teachers build well on past learning, provide good resources for pupils to use and set interesting and challenging tasks. All pupils feel valued and as a result confidently contribute to the lesson. Pupils are set appropriate targets, to which they respond positively by working hard and producing good amounts of work that is matched to their ability. The good teaching is instrumental in helping all pupils achieve well. The teaching seen was mainly in English and mathematics lessons taken by all members of staff. English and mathematics are well taught with strong emphasis on developing pupils' literacy and numeracy skills. These skills are taught well. However, the teaching of handwriting and spelling is not effective in developing pupils' skills to a high enough standard, and there are not sufficient opportunities for pupils to apply their mathematical knowledge in practical, everyday situations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, sound; effective planning by teachers; strong emphasis on numeracy and literacy. The curriculum caters appropriately for pupils' interests and needs; many opportunities for pupils to contribute in lessons and become confident in themselves. There is a lack of outdoor play facilities for children under the age of five and the small hall restricts pupils' experiences in physical education.
Provision for pupils with special educational needs	Good. Teachers plan valuable tasks and provide well-matched activities based on clear targets that enable pupils to learn effectively. Classroom assistants provide good support.
Provision for pupils for whom English is an additional language	Good. Teachers make appropriate provision in lessons enabling pupils to quickly become confident and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning. Good role models from staff, clear expectations of behaviour. There is mutual respect between everyone in the school that ensures pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Good. Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well. There is good assessment in English, mathematics and science but not in most other subjects.

Parents support the school well, both in raising funds and by helping pupils at home with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear direction for the school and has successfully dealt with the changes in teaching staff. There is a very good team approach in monitoring the work of the school, in decision making and day-to-day organisation.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and carry out their duties purposefully. They rely on the headteacher to monitor and analyse the work of the school but are kept fully informed. The school considers carefully how it can get best value in purchasing equipment and services.

The school's evaluation of its performance	Good. The school carefully evaluates its performance. Where areas for improvement have been identified the school considers and implements ways to raise standards. Coordinators manage their subjects conscientiously and their effectiveness and skills in monitoring and further improving the teaching and learning are good.
The strategic use of resources	Good. The money the school receives is used well and resources are effectively deployed. There is no staff room or suitable office.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the progress that pupils make. • The expectation that children work hard and do their best. • The school helps pupils to become mature and responsible. • The school is approachable. • Pupils like school. • The amount of work pupils get to do at home. 	<ul style="list-style-type: none"> • A more interesting range of activities out of school. • The amount of information they receive about how pupils are getting on. • The school works closely with parents. • The behaviour of pupils. • The management and leadership of the school.

The inspectors' judgements support the parents' positive views. However, inspectors' judgements do not support all the views where parents expressed concern. The school provides a range of activities out of school similar to that found in most schools and pupils enjoy these sessions. There is an appropriate annual report that provides a clear picture on each pupil's progress and two formal occasions when parents can discuss their child's work with teachers. These arrangements are sufficient to keep parents appropriately informed. The school tries hard to work closely with parents and provides social events and meetings for parents to discuss curriculum and teaching issues. During the inspection the behaviour of the vast majority of pupils was good. On the rare occasion where a pupil did misbehave, usually one of the pupils with emotional difficulties, this was dealt with positively by the teacher and did not effect the quality of teaching or learning. The headteacher spends 80 per cent of her time teaching her pupils well and uses her remaining time successfully managing the school. She plans effectively and successfully monitors developments aimed at further improving the education the school provides, enabling the good standards to be maintained.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English, mathematics and science and results in national tests at the end of Key Stage 2 have been consistently well above the national average.

1. Due to such small numbers of pupils it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 2000 National tests 100 per cent of pupils achieved the expected level (Level 2) and above in reading, writing and mathematics by the end of Key Stage 1. Teacher assessments indicate a similar picture in science. By the end of Key Stage 2, 89 per cent reached the expected level (Level 4) and above in English, 67 per cent in mathematics and 100 per cent in science. The school has maintained the above average standards identified in the previous report in English, mathematics and science. However, in English standards are not as good in writing as in speaking and listening and reading. In English, mathematics and science pupils' attainment at the end of both key stages is above average and all pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls. The good teaching enables pupils to achieve well.
2. Assessments of children on entry to the school show that most children under five enter school with speaking and listening skills, number and personal and social skills that are at the expected level for children of this age. They achieve well in all areas of learning and the good learning environment seen in the Foundation Stage makes it likely that by the time they are ready to start Year 1, the children will exceed the expectations of the Early Learning Goals in these areas. Even though progress is slowed down due to a lack of outdoor play facilities they are also likely to achieve the expected level in their physical development.
3. Overall, pupils' attainment in English by the end of both key stages is above average. By the end of Key Stage 1, pupils' attainment is above national expectations in speaking and listening and reading and in line with national expectations in writing. By the end of Key Stage 2, pupils' attainment is above average in reading, writing and speaking and listening. By the end of Key Stage 1, pupils listen carefully and are becoming confident in expressing themselves clearly for example, in explaining their experiences of attending various festivals in church using complete sentences and selected descriptive vocabulary. By the end of Key Stage 2, the vast majority of pupils listen purposefully and contribute well to class discussions asking interesting questions when relevant. For example, in discussing how the writer of the poem 'Mean Song' used nonsense words effectively to create a feeling of 'meanness' in the poem. In reading, all pupils talk about the books they like and read regularly. By the end of Key Stage 1, pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to read short, simple novels with good expression. By the end of Key Stage 2, the best readers are able to discuss their favourite authors and why they like their books. Pupils have good information

finding skills; these include the ability to access information from the computer. In writing, by the end of Key Stage 1, pupils' writing is imaginative and appropriately constructed. However, pupils' handwriting skills are not as good as their other language skills and pupils do not have appropriate strategies for spelling words with regular patterns resulting in common words being spelt incorrectly. By the end of Key Stage 2, higher and average attaining pupils use good expressive language and grammatical awareness in a variety of planned work. Pupils' skills in spelling are still below the level of their other language skills. Pupils' handwriting is not always accurate or fluent and at times, this results in poor presentation of written work.

4. Overall, in English pupils of all levels of attainment achieve well, including those with special educational needs and pupils for whom English is an additional language. In speaking and listening pupils make good gains in their ability to express thoughtful ideas about their work in the plenary session at the end of the lesson. In reading, higher attaining pupils have made good gains in their ability to make very detailed analyses of plot and character, and in their knowledge and understanding of the library systems of classification. In writing, in Key Stage 1, higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes and good progress in Key Stage 2.
5. Pupils' attainment in mathematics is above average by the end of both key stages. All pupils, including pupils with special educational needs and those for whom English is an additional language, achieve well in both key stages. By the end of Key Stage 1, pupils are confident in their understanding of the value of tens and units and can use this knowledge effectively in addition and subtraction of two digit numbers. Pupils' understanding and use of appropriate mathematical language are good. They have a sound knowledge of shapes and, although they tackle problems in a systematic way, their ability to explain their strategies is not as strong. By the end of Key Stage 2, all pupils have rapid recall of multiplication facts up to the ten times tables. However, average and lower attaining pupils are not confident in developing their own strategies for solving problems or ably explaining their reasoning. Pupils make sound progress in understanding fractions, decimals and percentages. Data handling skills are good and in many instances pupils use appropriate computer programs well to develop their understanding. Pupils' knowledge of shape, space and measures is good.
6. In mathematics, pupils' progress in the knowledge and understanding of number through both key stages are enhanced through regular practice in mental calculation and revision of number facts. Pupils' progress in using and applying their mathematical knowledge in everyday, practical situations is not as strong as their other numeracy skills as the opportunities for them to do this are limited.
7. The school has made a good effort in introducing the National Literacy and Numeracy Strategies. Pupils' literacy skills are given sufficient emphasis and further developed in other subject areas. Pupils' writing skills are utilised appropriately; there are opportunities for pupils in Key Stage 2 to write at length for different purposes, for example, in religious education as they write about 'Feelings' and in history as they write about 'Life in the 1940s'. Likewise, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research

skills, for example, in science, history and religious education. Pupils' numeracy skills, which are above the expected level, are used appropriately to classify, compare and measure in several subjects. Examples were seen in art and design, information and communication technology and science. The school has set itself challenging targets for literacy and numeracy that it is on course to meet. Good assessment and recording procedures are used effectively to set individual targets for pupils to achieve, this is helping to maintain the good standards.

8. In science, pupils' attainment by the end of both key stages is above average. Overall, progress is good and all pupils achieve well. By the end of Key Stage 1, pupils have a good scientific approach and exhibit sound skills in observation and communicating their findings. By the end of Key Stage 2, pupils have the ability to recognise the need for a fair test. Planning and carrying out their own experiments and selecting relevant equipment are very good. Pupils have a good knowledge of the natural world, materials and their properties, and the physical world.

Overall, pupils' behaviour is good; they work and play well together, try hard with their work and accept responsibility well.

9. Pupils' attitudes to learning are good throughout the school. For example, in a Year 5/6 science lesson, pupils displayed high levels of interest in first considering and then applying their knowledge of electrical circuits in an investigation. The teacher revised the ideas the pupils had explored in previous lessons and pupils could hardly wait for the opportunity to carry out further investigations. In the classroom, pupils listen attentively to their teacher as well as each other. They are interested in their work, particularly when it provides them with challenge as, for example, in a Year 3/4 literacy lesson, where pupils were excited but totally focused as they decided whether the story of 'Arachne' was a myth or a legend. They discussed enthusiastically the text highlighting points in the story to support their opinion. Pupils are co-operative both in the classroom and at break and lunch times. Where teaching provides opportunities for paired or group work, pupils respond well, supporting one another with positive and kind comments. For example, in a Year 2 mathematics lesson pupils worked well in pairs, as they looked for items in the classroom that were longer or shorter than a metre.
10. Overall, pupils' behaviour is good. Children under the age of five are well integrated into the school and mix very well with all age ranges within the school. For example, at lunch times pupils interact harmoniously with each other. However, the noise level in the dining room rises as pupils have to wait for others to finish their first course before they receive their second course. During the inspection period pupils were seen to behave well and settle quickly to work with positive effort. In the reception class, studying 'longer and shorter', the mixed groups worked very well collaboratively, deciding which objects were longer or shorter and checking out their responses. Pupils are courteous and polite both in the classroom, and in other areas around the school and grounds. They know the difference between right and wrong. They show respect for their own and other people's property and for their values and beliefs. On the rare occasion where a pupil did misbehave, usually one of the pupils with emotional difficulties,

this was dealt with positively by the teacher and did not affect the quality of teaching or learning. There has been one exclusion from the school in recent years. The view of a minority of parents who expressed concern about behaviour in the school is unfounded.

11. Relationships between adults and pupils and between the pupils themselves are good. This was acknowledged by parents at their meeting with inspectors. Teachers are sensitive to the needs of their pupils and pupils respond positively to being valued as individuals. This was evidenced by the polite and pleasant manner in which adults, including the inspectors were treated both in the classroom and around the school. For example, in the dining hall at lunch time pupils are respectful to mid-day supervisors and eager to explain to the inspectors the lunch time system. In lessons pupils applaud readily one another's successes. Personal development of pupils is good throughout the school. Pupils accept responsibilities willingly, acting as classroom monitors, tidying up and helping the staff to prepare. For example, older pupils help distribute milk to younger pupils in the hall at break times, set out keyboard instruments for peripatetic music lessons and read prayers in assemblies. At break times, pupils play well together and older pupils often look after younger pupils with great sensitivity.

The quality of teaching is good; no teaching was unsatisfactory. Good assessments in English, mathematics and science helps teachers build well on past learning and provide tasks which interest and challenge pupils. Pupils' efforts and contributions are greatly valued; this leads to good progress.

12. Overall, the quality of teaching has been maintained since the last inspection; in all the lessons seen the teaching was satisfactory or better and in 60 per cent of lessons the teaching was good. A number of factors have contributed to the good quality being maintained. Good assessment procedures in English, mathematics and science give teachers a clear picture of pupils' attainment enabling them to set interesting and challenging work for all levels of ability. Teachers track individual pupil's achievements carefully and in their exercise books pupils are aware of their own targets they are working towards. For example, a Year 4 pupil's target was 'to check my work for full stops, capital letters and commas' and a Year 3 pupil's target was 'to know by heart number facts (+ and -) to 20'. Teachers' short-term planning has improved and lessons have clear learning objectives. The headteacher and coordinators regularly evaluate the performance of all the teachers in the classroom and a professional dialogue follows on the strengths of the teaching and areas for improvement. The quality of teaching helps pupils of all abilities to make good progress in lessons and achieve well.
13. A strength of the teaching is the ability of teachers to share with pupils what they are to learn. Teachers write the objective of the lesson on the whiteboard and carefully explain it to them. At the end of the lesson, the teacher checks on whether pupils have achieved this. Teachers use this information in planning the next lesson enabling them to effectively build on pupils' past learning. This was the case in a good mathematics lesson in Year 3/4 when pupils were exploring different strategies that they could use to solve money problems. In the discussion at the end of the previous lesson the teacher realised that pupils were

confused about whether they needed to subtract or add an amount of money to answer the question 'How much change?' As a result, the teacher began the lesson by discussing the various strategies the pupils had used in the previous lesson to solve two part problems and where they had gone wrong. Pupils quickly understood their mistakes and transferred these strategies well as they strove to find the solution to the written problems. They made good use of mental skills and their knowledge of number bonds. The discussion at the end of the lesson indicated that pupils understood the computations more clearly. All lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a good literacy lesson, Year 1 pupils developed effectively their writing skills in re-writing the story of 'Little Red Riding Hood' in a different setting. The teacher was skilful in assessing the children's needs and provided good support directing pupils on what were the main points of the story they need to record. Discussion and questions were used to challenge pupils and check understanding. A strength is the great value teachers place on pupils' contributions, for example, in a Year 5/6 literacy lesson as pupils discussed how Eve Merriam used nonsense words in her poem 'Mean Song'. The teacher used pupils' responses skilfully, whether they were correct or not, to help them develop their ideas further and to see alternative possibilities for example, 'Could you explain that a little better' or 'Have you thought about....?'. Good use is made of pupils' own experiences which often help pupils understand more easily and make their learning more meaningful.

14. Teachers have a good knowledge and understanding of the subjects they teach. In a good religious education lesson in Year 2, the teacher effectively used her own knowledge of religious festivals in developing the lesson. At the start of the lesson, the teacher provided pupils with sufficient information through explanation and questioning to enable them to successfully identify a range of religious festivals they had experienced. Planning is of a good standard providing effective coverage, balance and breadth and work matched to all ability levels. The management of pupils in the classroom is good, and teachers achieve good levels of discipline. In English and mathematics, a variety of teaching methods are used effectively to achieve good levels of concentration by pupils, and create an industrious learning environment. Class teaching is very effective and successfully encourages and supports pupils who, as a result, make good progress. In a Year 3/4 literacy lesson the teacher provided an interesting range of resources for pupils to read and discuss in order to gain a clear understanding about myths and legends. The stories motivated pupils well and were successful in helping pupils concentrate well and apply their newly acquired knowledge.
15. Relationships between teachers and pupils are good and there is mutual respect. In the teaching of children under the age of five in the Foundation Stage, staff value greatly children's efforts and responses. They have high expectations of the children in all areas of learning. They plan appropriate activities carefully and intervene in the learning when necessary to challenge the children to make further progress and to improve levels of attainment. Across the school homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work. The reading diary provides a good link between

home and school. Most parents are happy with the amount of homework given and expressed this view at their meeting with inspectors.

The headteacher has steered the school through a period of instability in staffing, and with the support of a conscientious team of teachers continues to strive to improve further the education the pupils receive.

16. The good quality of leadership and management identified at the last inspection has been maintained. The quality of leadership makes sure the school focuses on continuous improvement, including a commitment to good relationships and equal opportunity for all. This has a direct impact on teaching, learning and on educational standards achieved. This is evident from consistently good standards in national tests and the good quality of teaching being maintained since the previous inspection. The headteacher has been instrumental in the introduction of target setting for pupils, monitoring of teaching and has dealt very effectively with the problems arising from the change in teaching staff over the past two years. There has been a period of instability caused by a maternity leave and a new member of staff appointed in January 2000. During this period, because of good day-to-day management and effective induction procedures, the quality of education has been maintained. There is an effective management structure in place that leads to regular involvement of all staff through clear channels of communication. In providing professional support, the headteacher has built a loyal, hard working team who share her commitment to creating a happy, caring environment for its pupils.
17. The headteacher is an effective leader. Her 'hands on' approach and high profile around the school works well in creating strong teamwork based on a shared vision and a real commitment to raising standards. Her significant teaching and pastoral commitment provides a positive professional role model. She has strong support from all members of staff. Planning meetings are held regularly and encourage good communication across year groups, key stages and curriculum areas. They facilitate the sharing of good practice and the continuity of approach, and directly affect and improve educational provision in the classes. The job descriptions of subject coordinators are wide ranging and have a strong focus on their role in the monitoring of teaching and learning. Where monitoring of teaching has taken place, principally in English and mathematics, this has proved to be effective. For example, through careful monitoring, spelling has been identified as an area for improvement and the school is exploring new approaches to the teaching of spelling. Teachers also receive feedback and areas for development are identified. All subject leaders have written action plans that show a good grasp of the strengths and areas of development in their subjects.
18. There is good practice in place for monitoring and evaluating pupil performance, particularly in the core subjects of English, mathematics and science. However, this good practice is not in place in other areas although the school has plans to do this. Teacher assessment and the results of national tests in Key Stage 2 have been used to identify and target pupils for extra support and to set individual targets. This has helped sustain the number of pupils achieving the higher Level 5 in all three core subjects in the 2000 end of Key Stage 2 tests.

19. Development planning is good and involves the whole staff in the setting of relevant priorities and targets for the coming year. The format shows good practice. It identifies key areas for development, is carefully costed and has criteria by which to judge success. Progress on areas of development is evaluated carefully by the headteacher and staff who relate it to its impact on pupils' performance. Adjustments are then made to the plan in the light of these evaluations where necessary; this creates a working document and an effective management tool. The school has a detailed spending plan that is carefully linked to the development plan and, consequently, the school uses the money it receives well. Educational developments are supported well through financial planning, for instance, large amounts of money have been spent on priorities such as literacy and numeracy. The headteacher conscientiously evaluates the impact of spending. For example, as a result of monitoring, the behaviour of a small number of pupils with emotional difficulties was identified. The school sought expert help who provided staff with training on the best way to support these pupils. In addition, a classroom assistant was employed to further help pupils in lessons. Teachers appreciate the help they were given and the monitored progress of these pupils shows how successful this provision has been.

WHAT COULD BE IMPROVED

Pupils' attainment in writing, particularly the standard of pupils' handwriting and spelling and the quality of the presentation of their work.

20. The school has implemented the National Literacy Strategy effectively and carefully follows the programmes for the teaching of phonics. However, for many this is not totally successful in providing them with a range of phonic strategies to help them with spelling new words. As a result, pupils' skills in spelling are not as high as other language skills. In Year 2, pupils' knowledge and application of vowel choices in spelling words are not secure and pupils have difficulty in spelling new words, for example, 'glasses' spelt as 'glasis' or 'before' as 'beefor'. Many pupils make reasonable attempts at spelling words phonetically for example, 'juice' as 'juse'. Pupils do not readily identify mistakes in their spelling or transfer their knowledge of words they already know when spelling new words. For example, a Year 2 pupil spelt 'house' as 'hows' but in discussion could spell 'mouse' correctly. This carries on through Key Stage 2 where pupils' skills in spelling are not as high as their other language skills. However, by the end of Key Stage 2, higher attaining pupils' knowledge of frequently used words is secure and standards in spelling are appropriate. They show good use of a range of strategies, and multi-syllabic and non-regular words are spelt accurately. Similarly in handwriting, the quality of presentation and the standard that pupils achieve is not as high as other language skills, particularly in their exercise books. Although pupils use ascenders and descenders when forming their letters these are not always correctly linked together. At other times, the size of letters is not consistent. Presentation is not as good when pupils use unlined books to write for different purposes.

Pupils' ability to use and apply their mathematical knowledge in practical, problematic, everyday situations.

21. The school has implemented the National Numeracy Strategy effectively and numeracy skills are taught well. Lessons are well planned to take account of the Programmes of Study and work is well matched to pupils' abilities. Pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and computational skills is good at Key Stage 1 and Key Stage 2; improved curricular provision is having a positive effect at both key stages. In Key Stage 1, progress for pupils in their ability to explain their thinking and develop their own approaches to overcoming difficulties is not as strong. Similarly, although pupils in Key Stage 2 are showing confidence and independence in their mathematics lessons, progress in using and applying their mathematical knowledge is not as good. For example in a Year 3/4 mathematics lesson pupils found difficulty in seeing strategies in adding three numbers such as $18+6+4$ by adding the $6+4$ and then $+ 18$. Other pupils could not with confidence explain how they had worked out their answers using partitioning such as, $19+13= (19+1=20) + (13-1=12)$, $20+12=32$. Pupils do not benefit from sufficient opportunities for them to apply their knowledge of mathematical facts and processes to solve practical, everyday problems. At the start of lessons, the number of opportunities for pupils' to explain their reasoning and strategies are not consistent in all classes.

Assessment and recording procedures in subjects other than English, mathematics, and science.

22. Pupils are regularly tested at the end of a topic in English, mathematics and science and the results are used appropriately to set future targets for cohorts of pupils. This information has been used effectively and realistic long-term targets have been predicted on what National Curriculum levels individual pupils will achieve. Current assessment procedures in English and mathematics successfully reflect the National Curriculum levels pupils have achieved and also set appropriate personal targets for pupils. This is well established in English and mathematics. This practice is not evident in other subjects, with the exception of science and information and communication technology. Pupils are not assessed regularly resulting in little recorded evidence of their achievements. As a result, teachers do not have a clear picture of what pupils know, understand or what they can do in these subjects. As many subjects are taught in termly blocks with long periods of time in between them it makes it difficult for teachers to plan lessons in these subjects that effectively build on pupils' past learning.

Aspects of the accommodation relating to the size of the hall, the lack of a staff-room and a suitable office and provision for children under the age of five in the Foundation Stage.

23. The school is situated in an old building and as a result aspects of the accommodation impact adversely, both on the quality of education that pupils receive, and on the quality of the working environment for the staff. There is no designated area or facilities for regular outdoor play for children under the age of five in the Foundation Stage. Although this does not appear to impact on

children's physical development opportunities for role play and for the development of climbing and balancing skills are restricted. The school has a small hall that is situated at the opposite end of the playground from the main building. As a result, pupils have to cross the playground to the hall for physical education in their PE kit in all weather conditions. The hall itself is small and has a very low ceiling from which electrical heaters hang. These circumstances limit the activities that teachers can plan for pupils especially in gymnastics and dance. For example, in a Year 6 gymnastics lesson pupils were unable to fully develop the sequence they had created on the floor onto the large apparatus. There is no staff-room in the main school and the school office is situated in the same building as the hall. This limits opportunities for professional staff discussions and does not provide privacy for staff to discuss individual pupils. It also raises a minor health and safety issue as there is no place for staff to go for hot drinks at break-times away from pupils. The siting of the office makes communication between the administrative staff and teachers difficult, and during the inspection several visitors came to the main building, unable to locate the office, disrupting the lessons for teachers and pupils. The school recognises these difficulties and has begun discussions on how improvements can be made.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. Overall, the school is successful but further improvements can still be made by focusing on:

1. Improving further pupils' skills in spelling and handwriting to match the good skills they have in other aspects of language by:

- evaluating the current methods used in the teaching of spelling and handwriting in order to identify strengths and areas for development;
- identifying strengths and weaknesses in pupils' spelling and handwriting skills;
- formulating a school action plan to overcome identified weaknesses;
- implementing the school's action plan by revising the school's approach to the teaching of spelling and handwriting.

(paragraphs 3, 20)

2. Raising standards in mathematics by providing pupils with more opportunities to use and apply their mathematical skills in everyday, practical problem solving situations.

(paragraphs 5, 6, 21)

3. Improving assessment by spreading to all subjects the good practice currently shown in English, mathematics and science.

(paragraph 22)

4. Further improvements to the accommodation in order to:

- extend the good provision for children in the Foundation Stage by providing an appropriate area and large outdoor play equipment for regular outdoor play;

- ensure that pupils have the opportunity to experience all elements of the physical education curriculum, especially gymnastics and dance;
- provide a suitable staff-room and office in order to improve the working conditions for the staff at the school.
(paragraph 23)

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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	60	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	65
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	64
Any other minority ethnic group	1

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	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.45
Number of pupils per qualified teacher	19.1
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	27.5

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	162,792
Total expenditure	173,559
Expenditure per pupil	2,799
Balance brought forward from previous year	20,067
Balance carried forward to next year	9,300

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	8	0	0
My child is making good progress in school.	49	43	8	0	0
Behaviour in the school is good.	19	38	30	13	0
My child gets the right amount of work to do at home.	32	49	8	11	0
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	35	35	27	3	0
I would feel comfortable about approaching the school with questions or a problem.	46	30	13	11	0
The school expects my child to work hard and achieve his or her best.	43	57	0	0	0
The school works closely with parents.	25	35	32	5	3
The school is well led and managed.	29	32	18	18	3
The school is helping my child become mature and responsible.	24	49	16	8	3
The school provides an interesting range of activities outside lessons.	22	32	22	14	10