

INSPECTION REPORT

CHERHILL C OF E PRIMARY SCHOOL

Cherhill, Nr Calne

LEA area: Wiltshire

Unique reference number: 126313

Headteacher: Mr J York Moore

Reporting inspector: Ms H Carruthers
22167

Dates of inspection: 3rd – 4th July 2001

Inspection number: 192755

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:	Church of England Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Middle Lane Cherhill Calne Wiltshire
Postcode:	SN11 8XX
Telephone number:	01249 - 812100
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Moore
Date of previous inspection:	24 th – 27 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cherhill C of E Voluntary Controlled Primary School is situated in the village of Cherhill, near Calne in Wiltshire. It draws pupils from the village and surrounding area, which includes Calne. Many parents choose to bring their children to this school from other areas. There are 197 pupils on roll aged from four to eleven. At the time of the inspection, five children were aged under five, being taught in a reception class of 29. The school admits all under fives in the autumn term, 28 last year, with the youngest attending part time to start. Numbers have increased by 16 since the last inspection. There are seven classes. The two containing Years 5 and 6 have an average class size of 28 pupils. However, the Year 2 class has 33 pupils on roll, which has triggered funding for an extra teacher to help support the class this year. There is a wider range in intake at entry since the last inspection, in February 1997. However, most pupils receive some kind of pre-school education and for the majority, attainment on entry, aged four, is above average. Forty-eight pupils are on the special educational needs register. This accounts for 22 per cent of the school roll, and is broadly in line with the national average. There are no pupils with formal statements under the terms of the DfEE Code of Practice¹ for special educational needs. Nine pupils are known to be eligible for free school meals, which is well below the national average of 20 per cent. No pupils require extra support due to having English as an additional language.

Acts of collective worship were inspected by a representative of the diocese under Section 23 of the Education Act. Her report appears under a separate cover.

HOW GOOD THE SCHOOL IS

This is a very effective school where very good leadership and management have provided a very good development plan, with high expectations to continue to build on its success. Pupils and staff get on very well together. Very good teaching overall enables pupils to achieve well above average standards in English, mathematics and science by the end of Key Stage 2². The school gives very good value for money.

What the school does well

- Standards in English, mathematics and science by the end of Key Stage 2 are well above average.
- Pupils' attitudes are excellent and their behaviour and personal development are very good.
- Provision for pupils' moral and social development is very good.
- Teaching is of a high quality, being very good overall.
- Very good leadership and management result in high standards overall and a clear plan for continued school improvement.

What could be improved

- Aspects of the planned curriculum for information and communication technology (ICT) at Key Stage 2.
- The quality of the learning environment in areas outside the classrooms and around the school's site.

These two key issues are already identified in the school's development plan as targets for improvement and should now be highlighted as priorities.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

² Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven and Key Stage 1 refers to pupils in Years 1 and 2 aged five to seven.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection report in February 1997 identified three key issues and judged that this was a good school. All three issues have been tackled well, being supported by an effective governors' action plan, and good overall progress has been made. The under fives are now supported by detailed and appropriate planning which builds on, and extends, learning well. Much has been done to improve outdoor resources and a fenced area has been provided for under fives. Grant funding to create an entrance from the classroom to this area has been applied for. The curriculum has improved significantly from satisfactory to good, as schemes of work and very detailed planning are now provided for all subjects. This is having a positive impact on raising standards and improving progress. Better use of the library area is now made, but this could yet be extended further, particularly for older pupils at Key Stage 2. In addition, the National Literacy and Numeracy Strategies have been successfully introduced and weaknesses in music expertise addressed. There is a strong commitment towards further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores³ in National Curriculum tests.

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

A performance is consistent with the top five per cent of primary schools nationally.*

These grades show an overall above average trend in standards over time with consistent improvements in English, mathematics and science to achieve well above average standards in the 2000 National Curriculum tests. The 1999 test results reflected a number of pupils with special educational needs. Intensive support from the local education authority was received as a consequence of these results and a drop in attainment in Key Stage 1 writing. Targets in English and mathematics for 11 year olds have been achieved well and higher targets are now set. By age seven, pupils' test results indicate above average standards in reading, average in writing and well above average in mathematics. The school's development plan has targets for reading, writing and science to raise standards further, and in particular compared with similar schools. Early indications are that 2001 test results show improvements.

Inspection evidence indicates that standards in English, mathematics and science are above average for seven year olds and well above average for 11 year olds. In English,

³ Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

there are particular strengths in speaking and listening and in the quality and range of extended writing for all. In mathematics, pupils' use of mathematical knowledge to solve practical problems is very strong throughout. Standards in the work covered in information and communication technology are good, but at Key Stage 2, the control and modelling elements of the curriculum are insufficiently addressed. Targets are included to improve ICT in the development plan. As far as it is possible to judge in a short inspection, in all other subjects and religious education, standards are above what is expected for this age overall at both key stages with particular strengths noted in music. Overall, pupils' achievements are good by age seven, rising to very good by age 11. From entry, children make good progress and by the age of five have attained above what is expected in the Early Learning Goals⁴ which make up the Foundation Stage⁵ of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are keen and enthusiastic about their work. Pupils concentrate very well and work sensibly together in groups, sharing tasks and responsibility. Parents report that their children like coming to school.
Behaviour, in and out of classrooms	Very good. Pupils know right from wrong and work and play together very well. Pupils are polite, friendly and helpful to visitors.
Personal development and relationships	Very good. Pupils show respect and consideration towards each other at all times. Pupils are keen to take on responsibility.
Attendance	Good, being above the national average, with a very low rate of unauthorised absence.

Pupils are punctual in arriving at school and lessons start promptly.

TEACHING AND LEARNING

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

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.

No observed lessons were unsatisfactory, 17 per cent were judged satisfactory, 46 per cent were good and 37 per cent very good. Taking into account the lessons seen, the effectiveness of teachers' planning, the quality of pupils' work samples and the standards achieved, it is possible to judge that the overall profile of teaching is very good. Teaching in English and mathematics is very good with a particular strength in using assessment information in planning to make improvements to aid raising standards further. The skills of literacy and numeracy are taught very effectively with pupils showing much enjoyment in

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals', comprised of skills, knowledge and understanding that children might be expected to achieve by the time they enter Year 1. There are six areas of learning: personal, social and emotional development; communication, language and literature; mathematical development; knowledge and understanding of the world; creative development; and physical development.

⁵ From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of the reception year.

reading and writing and this impacts on their learning very well. Teachers provide a very effective and stimulating learning environment inside their classrooms, which is consistent across the school. The majority of lessons are brisk in pace, with teachers showing good subject knowledge and clear learning objectives to be achieved. The school meets the needs of all pupils very effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, being broad and balanced. Improved from the satisfactory position at the last inspection with very effective planning and work schemes now provided for all subjects and under fives. Very good opportunities given for pupils to apply knowledge in practical situations. A good range of extracurricular activities provided.
Provision for pupils with special educational needs	Good provision maintained, and effective support with a strong emphasis given to 'in class' work supporting literacy and numeracy.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision for pupils' moral and social development, satisfactory provision for spiritual and good for cultural. Pupils are taught right from wrong and show great respect for each other and adults. Opportunities provided to promote awe and wonder through appreciation of the school environment outside the classrooms are restricted. However, refurbishment and improvements are planned.
How well the school cares for its pupils	Overall, good procedures effectively applied. However, some staff still await extra child protection training to update their knowledge. Good use is made of assessment information to support pupils' learning.

Better planned use of the library, but there is still room to extend this further. The curriculum at Key Stage 2 does not meet statutory requirements for ICT as the control and modelling elements of the planned work are not yet covered sufficiently. Parents are pleased with the inclusive way the school cares for all its pupils, whatever their ability.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good, with clear educational direction and commitment to continued improvements and high achievement. Very strong school development plan, covering improvements in standards, subjects and the environment outside the classrooms and site.
How well the governors fulfil their responsibilities	Very good understanding of management issues. Effective committee structure and growing planned links to all aspects of the curriculum. Statutory requirements for ICT not fully met.
The school's evaluation	Good analysis of results, planning and teaching by the

of its performance	headteacher and teachers, acting as a committed team. The information gained is used effectively to provide consistency throughout and to set targets for continued improvement, particularly in reading and writing.
The strategic use of resources	Good use overall, but with some work still to do on refurbishing the school environment outside classrooms and around the site.

Best value principles are followed effectively to make good use of the school's budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children are expected to do their best. • Children are mature and responsible. • The quality of teaching. • The standard of behaviour expected. • The progress their children make. • The approachability of the school. • The leadership and management. 	<ul style="list-style-type: none"> • Extracurricular activities. • Information about pupils' progress. • How closely the school works with parents. • Homework.

Inspectors' findings support parents' positive views. On the issues which parents would like to see improved, the team found that a good range of extracurricular activities are provided. Good information about pupils' progress is contained in reports, which include the National Curriculum levels pupils have attained. The number of consultation evenings has been increased to three each year in response to parents' requests. The additional consultation takes place mid year when parents are invited to meet teachers if their children are not fulfilling expectations. Homework is suitably managed and well linked to work covered in literacy and numeracy lessons. From the other issues raised by parents, the team found the curriculum for the under fives to be good; and a clear, planned structure providing continuity for Year 4 with effective teaching was noted during the inspection.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'Standards in English, mathematics and science by the end of Key Stage 2 are well above average.'

1. The school's results for pupils aged 11 at the end of Key Stage 2 in 2000 National Curriculum tests for English, mathematics and science were well above average. This shows the school is doing well compared with all primary schools nationally. In comparison to schools in a similar context, results for English and mathematics remain well above average, and science is average. However, science remains a strong subject because when breaking down results at the expected and higher levels, these were very high at the expected level, Level 4 and above, and above the national average at the higher level, Level 5. Results for English and mathematics showed greater consistency, being well above average at both the expected, and higher, levels.

2. The school has exceeded its targets for English and mathematics set by the local education authority and these have now been raised higher to challenge pupils further. In support of this aim, there is a very strong school development plan, which sets out targets to continue to improve standards in reading and writing and science in particular. The 2001

test results indicate improvements in reading, writing and science, but no national comparisons are yet available.

3. Trends over time showed a dip in standards in English, mathematics and science in 1999. However, these results were still above average in English and science and average in mathematics. The school explains this by the impact of pupils with special educational needs affecting the results that year for a reasonably small year group. However, the 1999 results triggered intensive literacy support, and some for numeracy. This was provided by the local education authority, designed to help pupils and to re-establish high standards. Test results for 2000 reflect the success of this support and the school's commitment to achieving high standards.

4. With the exception of the dip in 1999, since the last inspection, high standards have been maintained in English, mathematics and science at the end of Key Stage 2. Inspection judgements confirm well above average standards in English, mathematics and science for 11 year old pupils.

5. Key Stage 1 test results for seven year old pupils for 2000 showed above average standards in reading, but average in writing and well above average in mathematics against all schools nationally. In comparison to similar schools, results in reading and writing were below average, but remained above average in mathematics. In a breakdown of results by levels, at the expected Level 2 and above, reading was above average, and writing and mathematics close to the national average. At the higher Level 3 and above, results remained the same for reading and writing, but those for mathematics have risen to well above the national average. However, 2001 tests indicate improvements in reading and writing. The trends over time at Key Stage 1 show above average results in reading, average results in writing, and well above the national average standards in mathematics.

6. In science, teacher assessments for seven year olds in 2000 showed standards as average at the expected level, but below this at the higher level. However, the strength of pupils' work samples and work seen with links across other subjects of the curriculum show improvements have been made.

7. The school has worked hard to make improvements in reading, and in particular, writing standards. Inspection judgements confirm the success of this. By the end of Key Stage 1 inspection judgements are that standards in reading and writing, mathematics and science are above average overall for seven year olds. This reflects very well the push by the school to improve standards in reading, writing and science with particular strengths showing in the quality and range of pupils' extended writing and investigative approach to their work in science. Good use is made of pupils' speaking and listening to convey what pupils understand and know.

8. Examples from lessons seen across the school during the inspection for English and mathematics showed strengths in speaking, listening and writing, and use of mental mathematical skills. For example, pupils in Years 5 and 6 showed a very good quality of expression when sharing finished writing with others, speaking with clarity and with much enthusiasm for their subject, such as when writing letters of complaint or praise. In mathematics, pupils in Year 2 delighted in working together sharing their knowledge of money very well to solve practical problems, using their mental recall of coin values to good effect.

9. In science, pupils show good scientific knowledge and understand well the skills of investigation. For example, Year 3 are aware of the function of the skeleton; and Year 6 appreciate the value of carrying out a fair test.

10. Pupils make very good use of literacy and numeracy skills to support other subjects: for example writing accounts in history; and creating graphs and diagrams to illustrate results in science.

11. Evidence from lesson observations and the strong work samples provided indicate standards for the other subjects of art, design and technology, geography, history, music and physical education are above expectations for this age group, with strengths in music across the school. In music, pupils perform with confidence playing a range of untuned and tuned instruments well, and by Year 6 pupils work well together to compose and perform. This is an improvement in standards, which reflects well on the very effective planning and schemes of work introduced since the last inspection highlighted weaknesses in progress because of the lack of these. Good improvements have been made in art and design, and design and technology, both subjects that lacked clear progress at the last inspection. Bright and informative displays in classrooms give examples of work above what is expected for this age in these two subjects. In ICT, standards in the work being covered are good, but at Key Stage 2, the control and modelling elements are not yet covered sufficiently. The school is aware of this and has plans to improve the situation. In religious education, good links are made with literacy through speaking and listening, and pupils' writing about Christianity and other faiths. In the work and lessons seen standards were above what is expected.

12. Children by age five in the Foundation Stage of learning have made good progress to attain above average standards in the Early Learning Goals for communication, language and literacy, mathematics and their knowledge and understanding of the world. Children attain above average standards in creative and physical development and develop good social and personal skills. Good use is made of the secure outdoor area for creative play.

'Pupils' attitudes are excellent and their behaviour and personal development are very good.'

13. Pupils' attitudes to work are excellent, being consistently positive throughout the school. Even during the extremely hot weather experienced during the inspection pupils worked hard and concentrated very well, either when working on their own, or in groups. Boys and girls work together effectively in mixed gender groups. Pupils get on well together at playtimes with older pupils looking out for younger ones. The quality of relationships between pupils and between staff and pupils is very good. Overall, pupils are enthusiastic, highly motivated and want to learn, being excited by the interesting and well thought out activities provided for them by teachers.

14. Throughout the school pupils behave very well during lessons, at playtimes and when moving about the school. When pupils returned to their classrooms after a break or a lesson in the library or hall, they settled down to their work instantly without fuss. Pupils know right from wrong and have a very good idea of the high standard of behaviour that is expected from them by the school. Pupils are tolerant of each other and are aware of the school's code of conduct for promoting good behaviour. Those few pupils with individual education plans to help them learn positive strategies for managing their behaviour are very well supported by the school.

15. Pupils are given very good opportunities for personal development. Pupils are keen to take on responsibilities and older ones carry these out in a serious and sensible way, be it getting the hall ready for assembly, or setting equipment out for physical education lessons. Younger pupils take the register to the school office and are keen to get out, and tidy away equipment for lessons. Pupils are given opportunities to research their own topics of interest and although some use is made of the library and ICT for this purpose this could be extended further, particularly for older pupils.

16. Pupils' attitudes, behaviour and personal development have a significant impact on the very good quality of learning taking place in classrooms and are clearly significant strengths of the school. Since the last inspection the school has maintained and built upon this aspect, partly helped by the now strong and interesting curriculum, with pupils showing excellent attitudes to learning.

'Provision for pupils' moral and social development is very good.'

17. Pupils know right from wrong and are considerate and tolerant of each other, both in the classrooms and playground. Collective worship and religious education lessons are used effectively to promote understanding of good moral and social behaviour. For example, pupils in Year 4 discussed how we could be helpful to each other by giving clear directions. While in Year 2, pupils talked about the purpose of rules and how these help us. Pupils made up rules to help them look after their pets. Teachers, staff and visitors provide very good role models for pupils. Pupils are involved in drawing up their own class rules. The school achieves its aims very well as set out in the discipline policy, which includes, 'We encourage our pupils to be caring and tolerant in their relationships with others.'

18. Pupils take part in numerous clubs, such as recorders, science, drama, games - including football, and country dancing. They entertain the community with their country dancing at the local fete. They go on visits to a range of places of interest with pupils in Year 5 and Year 6 taking part in an annual residential visit. The school choir meets weekly. Visitors from the community, including the British Legion and Women's Institute come to the school to talk to pupils. Pupils visit the local church for special services, such as Easter, Christmas and harvest and the vicar takes regular acts of collective worship at the school. All these activities provide very good opportunities for pupils' moral and social development.

19. Since the last inspection the school has maintained its high expectations for pupils' social development and improved its provision for moral development from good to very good.

'Teaching is of a high quality, being very good overall.'

20. All lessons observed were at least satisfactory with the majority, 83 per cent, being good or very good, and the remaining 17 per cent satisfactory. A high percentage of lessons seen were very good, this being 37 per cent. The overall very good quality of teaching has a very positive impact on the quality of pupils' learning and the standards attained. The percentage of very good teaching has more than doubled since the last inspection.

21. Improvements in the curriculum developed since the last inspection, with the provision of schemes of work for all subjects, have provided teachers with a very good base to plan lessons from. This has enabled teachers to have a very good knowledge and understanding of the National Curriculum. Teachers use the knowledge gained to conduct very effective question and answer sessions as part of each lesson. This effective use of questioning challenges pupils to apply what they have learnt, often using a rich and wide vocabulary, to consolidate learning and extend it further.

22. The majority of lessons are planned with clear learning objectives which teachers follow very well so that each lesson moves with a brisk pace and covers intended ground with time for extension work and discussion. The literacy hour and numeracy strategy are used very well throughout, with teachers planning interesting lessons which are clearly filling pupils with confidence in understanding and applying associated skills. Learning support assistants are successfully involved in classroom work.

23. Teachers have high expectations and manage pupils very well. They motivate pupils effectively, even in lessons taught during the inspection on some of the hottest days of the year. Relationships are very good. Resources are used very well to support practical activities.

24. Good use is made of assessment information to gauge pupils' levels of attainment, to set targets for pupils and to inform and shape future lesson planning. Teachers' marking of work is good overall, being consistent and helpful. The pupils' work samples provided by teachers for the inspection team were of a good quality and showed good links across all subjects. Homework is used well to support and enhance learning, especially in literacy and numeracy work, where it forms part of lessons. Display in the classrooms is colourful and informative and covers a broad range of pupils' work to a high standard.

25. Teaching observed for pupils with special educational needs was good from teachers and 'non teaching' staff. Special educational needs is well organised with tighter individual education plans now provided for pupils since the last inspection and well targeted support provided in classrooms.

26. In the few lessons where teaching was satisfactory, although work was covered appropriately, opportunities to extend learning were less well developed. For example, in a science lesson for older pupils at Key Stage 1 covering changes in materials; and in a design and technology lesson at Key Stage 2, when the objectives of the task were less sharply defined.

'Very good leadership and management result in high standards overall and a very clear plan for continued school improvement.'

27. The leadership of the headteacher is very good. Together with the chair of governors, governors and the staff, the headteacher manages the school very effectively, including the budget, time and the curriculum to support pupils' learning. The very effective leadership and management are supported by a very strong school development plan with key targets: to improve standards further in reading and writing, science and ICT in particular; and throughout all other subjects. The school's development plan highlights the need to update, refurbish, and improve the wider learning environment outside the classrooms and site. The development plan is thorough and includes national initiatives, such as preparing pupils for citizenship and longer term targets for further improvement to the premises.

28. The chair of governors, supported by governors, has a very good knowledge and understanding of the school. Governors are rapidly improving their subject awareness through links with subject co-ordinators and visits to classes. Many governors are new over the past two years, but they are keen and enthusiastic in support of the school. They are actively involved in effective monitoring of the school through committees, which meet regularly and link with the main governors' meetings. The governing body is very effective in fulfilling its responsibilities with the exception of ensuring that all statutory requirements are met for ICT.

29. The headteacher, in his second headship, has been in post for five terms and during this time, he has empowered teachers to develop their knowledge and subject co-ordinators' roles. The headteacher is fully engaged in monitoring teaching and co-ordinators to improve policies and planning for subjects. Subject co-ordinators have a thorough understanding of the strengths and weaknesses in subjects and there are clear plans for continued improvements and monitoring further. The monitoring of the school's performance is good.

30. The school is very thorough in applying for grants to support pupils' learning and for other improvements, such as providing direct outside access for under fives to the secure play area attached to the reception classroom. Good use is made of resources to support

practical activities in lessons and of visits and visitors to enhance learning. Improvements are planned to make better use of the site and areas outside classes. Special educational needs is well managed with pupils supported well by the special educational needs co-ordinator, teachers and learning support assistants.

31. The day to day administration of the school by the finance officer, recently new to the post, is efficient. There is good financial control and the minor recommendations from the most recent auditors' report, October 2000, have been acted upon. Best value principles are followed effectively by the school to make good use of its budget. Any carryforward sum from the budget is earmarked to maintain levels of provision and to support continued improvements.

32. At the time of the last inspection, the school was judged good, giving good value for money for slightly above average costs. Good improvements have been made since then, particularly adding considerable strength to the school's curriculum for all subjects and this has had a positive impact on continuing to raise standards further. The school provides very well for pupils and achieves well above average results in English, mathematics and science by age 11. The attitudes to learning of pupils are now excellent and teaching and learning have been improved further. They are very good overall. Very good leadership and management have produced a very effective school, building on its successes, with a very clear direction for continued development. Consequently, the school now gives very good value for money.

WHAT COULD BE IMPROVED

'Aspects of the planned curriculum for information and communication technology (ICT) at Key Stage 2.'

33. The school highlighted in documentation sent to the inspection team, the need to address the full curriculum for ICT at Key Stage 2. A clear plan to do this forms part of the school's development plan. Inspectors confirm this as a legitimate area for improvement.

34. The work which is being covered in ICT is completed well, with good standards achieved at both key stages. The school has a scheme of work in place, which includes skills for each year group and is developing its own website. However, at Key Stage 2, the elements of control, including creating sequences of instructions and modelling, using stored information and, multimedia presentations, are not being covered adequately and therefore statutory requirements are not being met.

'The quality of the learning environment in areas outside the classrooms and around the school's site.'

35. The school has included in its development plan a target to improve the quality of the playground and site and to refurbish and improve areas within the school. Many grants have been applied for to achieve this aim and much of the more detailed planning for improvements are well under way. For instance a grant has been applied for to continue to upgrade provision for the under fives and to make an entrance directly from the reception classroom to the enclosed playground which has been developed outside.

36. The environment created by teachers inside the classrooms is stimulating and does much to enhance the learning taking place. The school is situated in an area of natural beauty, with views of the White Horse, a chalk landmark, on the hills nearby. Jaded aspects of the school site, such as the unfinished walkway between classes, the two disused areas for keeping bikes, the faded playground markings, the school's main entrance and lack of storage for chairs and tables taking up space in the hall, do not reflect

well on the very good quality of education which the school provides. The headteacher, staff, chair of governors and governors are well aware of this and now is the time to press ahead with the school's plans for improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. The following two key issues are already identified in the school's development plan as targets for improvement and should now be highlighted as priorities for action:

- **Ensure** that the full curriculum for information and communication technology is provided at Key Stage 2.
- **Improve** the quality of the learning environment in areas outside the classrooms and around the school's site.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37	46	17	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)	197
Number of full-time pupils known to be eligible for free school meals	9

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	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	12	12	12
	Total	25	24	25
Percentage of pupils at NC level 2 or above	School	93 (89)	89 (89)	93 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	12	12	12
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	93 (89)	96 (89)	93 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	10	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	16	19
	Girls	10	10	10
	Total	28	26	29
Percentage of pupils at NC level 4 or above	School	97 (85)	90 (65)	100 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	17
	Girls	8	10	10
	Total	21	24	27
Percentage of pupils at NC level 4 or above	School	72 (77)	83 (77)	93 (81)
	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	2
White	180
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	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)	9.3
Number of pupils per qualified teacher	21.4
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	36

Financial information

Financial year	2000-01
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	£
Total income	383742
Total expenditure	356526
Expenditure per pupil	1837
Balance brought forward from previous year	2569
Balance carried forward to next year	29785

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	164
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	43	0	0	0
My child is making good progress in school.	61	32	5	0	2
Behaviour in the school is good.	57	36	0	0	7
My child gets the right amount of work to do at home.	23	59	14	2	2
The teaching is good.	55	43	2	0	0
I am kept well informed about how my child is getting on.	32	50	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	20	4	0	2
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	46	36	16	0	2
The school is well led and managed.	48	41	11	0	0
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	40	38	11	9	2