

INSPECTION REPORT

**STANTON UNDER BARDON PRIMARY
SCHOOL**

Markfield

LEA area: Leicestershire

Unique reference number: 119938

Headteacher: Mrs J Ryland

Reporting inspector: Carol Worthington
20609

Dates of inspection: 6th and 7th June 2001

Inspection number: 192961

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Milner
Date of previous inspection:	10 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This very small primary school has 66 children aged between 4 and 10 years. The number on roll is falling and is the lowest it has been for five years. There is no new housing development in the village. Pupils are taught in three classes of two-year groups with the second across the key stages. Numbers for each year group range from 5 to 15; the cross key stage class is the largest with 29 pupils. There are more boys than girls (40:26); in reception there are no girls and there is a large majority of boys in Years 1 and 5. Two Japanese boys are bilingual. Three per cent of children are eligible for free school meals, which is below the national average. Most children are from the local village, and a few come from Markfield, from a mixed variety of backgrounds. Attainment on entry is average and most children have had some experience of nursery education. Nineteen per cent of pupils are on the school's special educational needs register, which is broadly in line with the national average; one pupil has a statement.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths and comparatively few weaknesses. It has good teaching, good leadership and management and a balanced curriculum enhanced by good extra-curricular activities; most children achieve their academic potential. Standards fluctuate because of the small numbers taking the national tests each year. The school gives good value for money.

What the school does well

- Good leadership and management.
- Good teaching, with careful planning for each mixed age class, enables pupils to achieve well.
- Literacy is developed well in all curriculum areas.
- It makes good use of information and communication technology to develop research and enquiry skills.
- It fosters very good attitudes to learning and good behaviour and encourages the development of pupils' sense of responsibility.
- It provides a wide curriculum, which is enriched by challenging curriculum projects and a good range of interesting extra-curricular activities.

What could be improved

- Partnership with parents.
- Provision for higher ability pupils, particularly as they move from Key Stage 1 to Key Stage 2.
- The use of assessment data to track pupils' progress more efficiently in the National Curriculum throughout their time in school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997, since when it has made good improvement. All key issues have been addressed and standards are steadily improving, relative to pupils' ability. All subjects have long-term plans and schemes of work and many opportunities are available in Key Stage 2 for pupils to develop investigative and research skills. Individual Education Plans are written to a consistent format, with specific, meaningful targets, which are regularly reviewed. There is a daily act of worship in assembly; one in three has a spiritual focus. Other opportunities to enhance provision for spiritual development have been identified in the curriculum, particularly in science, music and art. The school development plan now has clear priorities and has realistic and manageable targets, which are regularly evaluated. Provided the school can overcome the problems of partnership with parents, it has the capacity to improve further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	A*	B	D
Writing	B	A*	B	C
Mathematics	E	A*	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards are judged to be average overall. They fluctuate from year to year because of the very small numbers taking the national tests; there were 16 in 2000, but only five in 1999. Trends over time are meaningless because of variation in the number of children each year and their particular attainment on entry, but the school sets targets carefully based on assessment and meets or exceeds them. Particular strengths lie in the way in which pupils with special educational needs make good progress to achieve close to average results. The school noticed a drop in reading standards in 2000 and attributes this to the guided reading required in the literacy hour, which is based on group work rather than on individual children reading to adults.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils enjoy coming to school and are eager to learn. They concentrate well on their lessons and many proudly show off their work.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons and this enables good learning to take place. No bullying was evident during the inspection.
Personal development and relationships	Good relationships in all aspects of school life. Pupils develop into mature and responsible young people, as a result of the school's particular attention to personal and social education.
Attendance	Good, and above the national average. The pupil roll is falling. The school attributes this to the lack of new housing projects in the area; some families have moved away.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall 11	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.

Teaching is good overall. Of the eleven lessons observed, ten were good or better. The quality of teaching in English and mathematics is good. Teachers follow the literacy and numeracy strategies well; planning for all ages and abilities is good and particularly strong in reception, where there is

seamless progression from the early learning goals to Key Stage 1 of the National Curriculum. In other classes, especially the cross key stage class, extension work for higher ability pupils is not always provided. Planning for special needs is good, with due attention to targets on the individual education plans. In all classes, a particular strength is the development of literacy across the curriculum and the increasing use of information and communication technology (ICT) to develop research and enquiry.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met. The school has a broad and balanced curriculum, with a good emphasis on the development of literacy, numeracy and ICT, both in designated time and through other parts of the curriculum. Enrichment is made through a wide variety of interesting extra-curricular activities and other challenges, especially in science and technology.
Provision for pupils with special educational needs	Good. Pupils are supported well in class by special needs assistants and in withdrawal sessions. The school has not identified any gifted and talented pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development is satisfactory through the curriculum and some acts of worship. There is good provision for moral, social and cultural education. The school makes good use of its bilingual pupils and foreign visitors for the pupils to learn about other cultures, and has contact with a local Moslem centre, which children have visited.
How well the school cares for its pupils	Pastoral care is good. All health and safety aspects are well covered, ensuring that the school is a safe place to be. The school provides for pupils' personal development well. Whilst all teachers carefully record pupils' academic progress, the data are not being used efficiently to track their progress through the National Curriculum from reception to Year 5.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good leadership. Her educational direction for the school is clearly set out in policies. All teachers necessarily take responsibility for co-ordinating several subjects in so small a school and carry out their duties of monitoring and evaluation well.
How well the governors fulfil their responsibilities	Good. Although most members of the governing body are new this year, they have already made a significant impact on communication. They are committed to the school and are undergoing training to improve their monitoring role.
The school's evaluation of its performance	Good. This is successfully carried out by all staff together. The school improvement plan has clear priorities and is well matched to the needs of the school. The school applies the principles of best value well in consideration of its performance and in purchasing goods and staff training.
The strategic use of resources	Good. Although the school budget is not large, the headteacher works hard to get funds and resources from the community; a local company bears the school's swimming costs, for example. All resources, including staff, are used efficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • The standards the school achieves. • The school expects the children to work hard and achieve their best. • Communication with the school. • Leadership and management. 	<ul style="list-style-type: none"> • Communication with the school. • Leadership and management of the school. • Behaviour. • Information about their children's progress. • Extra-curricular activities.

Inspectors agree with all the parents' positive views. On the split question of communication with the school, they judge that this could be better. The school has improved written communication; it is meticulous in giving out information and explaining all policies, but some of the language used is not always easily understood by parents. The headteacher has a heavy teaching commitment, but makes every effort to respond to parents quickly. Sometimes, this may be too hasty, due to the pressure of time, to understand the nature of a particular problem fully, and antagonism occurs. In turn, a small number of parents do not consider the consequence of their aggressive attitude on staff and all pupils in their child's class, and fail to understand how well their children can profit from parents' positive partnership with the school. The majority of parents expressed, both verbally and in writing, complete satisfaction with the school, some praising the work of teachers in particular. Inspection evidence shows that leadership and management of the school is strong, behaviour is good and that the information the school gives about children's progress is helpful. The extra-curricular activities available are varied and interesting and the small charges made for some are purely to cover the insurance costs of specialists, such as football coaches, who come to take the sessions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management.

1. The headteacher gives strong leadership with good educational direction for the school. She is a very organised person and her documentation is comprehensive. She is good at planning and swiftly tackles issues as they arise, making full use of her effective secretarial help. Since the last inspection, she has worked well with governors and staff to address all the key issues systematically and has constantly evaluated progress. She and her staff are now working on new initiatives identified to improve the school further.
2. All teachers, included the newly qualified one, have responsibility for certain subjects. Since there are so few staff, the co-ordination responsibility is heavier than in most schools and class teachers devote much time to this. All subject files show good consideration of improvement since the last inspection and demonstrate the good work carried out by the class teachers in this role. All staff are dedicated to the improvement of their subjects and have put in considerable effort to secure it. They all monitor each other's lessons, plans and books to ensure thorough coverage at the right level in the classroom. Each member critically evaluates the role of the headteacher; she evaluates them in their responsibilities. Staff work well together and teamwork is strong.
3. The Literacy and Numeracy Strategies are firmly established and successfully adapted to account for the age and ability ranges within the school. Priorities in the school development plan, such as the standard of behaviour and the standard of writing, have been introduced and evaluated. The headteacher has consulted parents by means of a questionnaire about what they would like to see in the school; in response to their expressed limited knowledge of how their children were taught in school, they were invited to accompany their child to school one morning. About two thirds of parents attended this successful venture.
4. Governors are very supportive and, although most are new this year, they have already made a considerable impact, especially in communication with parents through their newsletter, 'The Bridge', which is also advertised locally. The special educational needs governor has recently made a very good review of provision. Governors regularly monitor behaviour and personal development in the school and have been instrumental in drawing up many of the school's policies. The chairman is an effective leader and has a good knowledge of all the school's strengths and weaknesses. He has successfully acted as a mentor to the new governors.
5. Staff and governors are fully involved in drawing up the school development plan, which is now an effective working document with clearly identified targets and priorities. Governors have a good understanding of the school's financial position and regularly monitor this. The headteacher has a strong grip on financial matters and shrewdly ensures best value for money is achieved.

Good teaching, with careful planning for each mixed age class.

6. Teaching is good. Of the eleven lessons seen during the inspection, ten were good or better; one was satisfactory. Teachers' knowledge and understanding is good overall and they share their expertise with each other to make best use of it. The depth and breadth of curriculum coverage shown in all subjects in pupils' books is testament to this and it is obvious that all class teachers work very hard to maintain standards in their classes. In the lower two classes of pupils from reception to Year 3, teachers have to work especially hard to ensure that pupils from one class are not distracted by those from the other in the same large shared classroom. Whilst teachers manage this well, it places additional strain on them which would not be there if the two classes were separated by a physical barrier.
7. Teachers' planning is a particular strength; they derive their medium-term plans from the Qualifications and Curriculum Authority (QCA) guidance and the National Literacy and

Numeracy Strategies. The two-year planning cycle ensures that the National Curriculum is covered. Coverage is particularly strong in the reception and Year 1 class where the early learning goals and Key Stage 1 are developed side by side, and where the teacher has profitably worked with teachers from other schools in the neighbourhood with the same reception arrangements. The assessment and planning cycle is especially well applied in this class, enabling not only the age range but also different abilities to be catered for. In any one lesson, the depth of planning is very comprehensive, with three types of task available concurrently. The 'boiling' tasks have a teacher/adult focus, 'simmering' tasks are done with minimal adult help but nevertheless consolidate previous learning and 'cold' tasks are on-going structured play activities with a particular focus, such as building square houses with large bricks, which children do independently. This is a very effective method of developing personal and social skills, as well as teaching knowledge and understanding of the world.

8. There are many more children in the Year 2/3 class. It is more difficult to plan for every individual child and the teacher manages this well on the whole. However, pupils of higher ability are not always catered for beyond getting out their reading book once they have finished their set work; Year 2 was seen to have too little extension work. However, at times when the year groups are taught separately, pupils make more progress. The Year 3 pupils work with a classroom assistant at times and join the upper class for introduction and plenary sessions, whilst those in Year 2 then have the undivided attention of their teacher, which brings about more constructive, well-matched learning.
9. Teachers have high expectations. In a geography lesson, for example, where Years 3, 4 and 5 were being taught together, the work was very challenging for the Year 3 group working with the support of the classroom assistant, but they managed to complete it and to gain understanding of the way physical features of India enable various crops to be grown, such as tea or rice.
10. Teachers use a wide variety of teaching methods which enables pupils to be motivated and be keen to learn. As well as direct teaching for introductions and plenary sessions, good use is made of group work with children. In literacy and numeracy, these groups are of similar ability, and in other subjects they are mixed. In science and technology, a good emphasis is placed on practical work, followed by effective recording of investigations and the design process. Teachers place particular importance on the use of information and communication technology (ICT) in the development of research skills and the use of the library for reference.
11. Use of time and resources is good. Teaching assistants are valued members of the teaching team; they well deployed and this was seen to be particularly effective in the inclusion of Year 3 in the work of the rest of their key stage in the work on India. Teachers mark work thoroughly and provide helpful written comments for improvement. They all set accurate literacy and numeracy targets for their pupils based on the assessment of previous work. Teachers use homework well to extend the curriculum and learning; an appropriate amount is given to all pupils.

Good use of information and communication technology develops research and enquiry skills.

12. Teachers have developed their expertise in ICT particularly well by sharing it and helping each other, having had minimal training. The co-ordinator has good ICT skills and, although a newly qualified teacher, has assumed responsibility for curriculum development and for helping less confident teachers. This has enabled all of them to become more confident in the use of ICT and hence in enabling the pupils to develop their skills. Most teachers are now able to do their lesson planning using ICT, which is far more efficient as it can easily be recorded and retained to build upon in subsequent years.
13. Work seen during the inspection shows that all aspects of the ICT curriculum are covered very well. Pupils use ICT regularly to present work neatly using the word-processor. Teachers produce writing frames for poetry or to record their science investigations. Pupils use graphics packages to illustrate their work, to produce posters, and there are many good examples of graphs produced from data analysis. In science there is good use of data logging

to show the effect on the sensor of light and dark to illustrate the changes occurring as the earth moves on its axis. Pupils are able to control a programmable robot and a screen turtle in a logo program, used to draw angles.

14. Teachers are increasingly using ICT in addition to books in the library to develop pupils' research methods and skills. Good use, for example, was made of the Internet to find out about the geographical features of India, including comparing the climate with that of Britain, discovering which growing and manufacturing activities went on in various areas and how these are related to the physical features. This was extended into a project to be carried out at home and in school on planning a journey to India, preparing a holiday presentation for a group of people wishing to see various sites and cities. Evidence of use of ICT into research on Japan in Years 2 and 3 and of 'minibeasts' in reception and Year 1 showed that pupils are developing these skills from an early age. Most reception children are competent computer users for their age, able, for example, to select and print the life cycle of a butterfly from CD-ROM software.

Literacy is developed well in all curriculum areas.

15. Literacy develops well in reception and children are in line to meet this early learning goal by the age of five. Literacy is developed not only in focused literacy sessions, but also through all the other early learning goals. Above average children are beginning to write short sentences starting with a capital letter and ending with a full stop. Average children sequence sentences in order to make a set of instructions for making yoghurt; those above average write most of this themselves. Average and above average children are gaining a good knowledge of phonic beginning and end letters of words and below-average pupils are able to complete simple words such as 'pot', 'cat' by adding a middle letter. Evidence from this year's pupils' books shows a good variety of work, including early dictionary skills, all well prepared by their teacher showing good knowledge of the progression of early writing skills. Reception children enjoy reading, being especially fond of the adventures of their favourite characters from their reading scheme, and many are able to read simple sentences. Their speaking and listening skills develop well as they take part in 'carpet sessions', and are enhanced through other activities, particularly role-play in the dressing-up corner.
16. The early start is good in providing a secure foundation for the development of literacy across the curriculum in all subjects. Writing is a particular strength. Year 1 pupils, for example, make a small booklet about the honeybee, mostly copying from sentences written by the teacher, but with some original work, showing their ability to use appropriate vocabulary and to express their ideas in print. Year 2 pupils write longer pieces on all subjects, particularly technology, describing a bike, and a recipe for gingerbread men. Older pupils in Years 4 and 5 in history write extensively about life in the past, for example in a description of Victorian money and prices, and in an imaginative piece about a child who is a cotton mill worker. There is evidence of a debate on factory reforms for which pupils have had to write and present points for and against. In older children's books there is a great emphasis on literacy in science in particular, such as descriptive pieces about the moon, or of particular animals' habitats. The 'Notnats' project gave rise to a wide variety of stories about life on earth presented for the alien Notnats who came to visit. This showed very good imagination and many were presented well using ICT in the form of email.
17. The majority of pupils achieve standards in reading which are average for their age and the book covers produced by all years during book week show that they are reading books by authors such as Jacqueline Wilson, JK Rowling and Dick King Smith, which are appropriate for their age. They are all encouraged by their teachers to use the library to do their own research using non-fiction books and receive direct teaching in these skills at an appropriate level throughout the school.

Very good attitudes to learning and good behaviour and encourages the development of pupils' maturity and responsibility.

18. The school behaviour policy is clearly understood and teachers apply it consistently in all three classes so that children know exactly what teachers' expectations are. When pupils occasionally misbehave, they are controlled and do not disrupt the class. Teachers' behaviour

management is good. Although there are a few difficult pupils in most classes, they are kept well under control and do not disrupt other pupils' learning. Teachers use praise effectively to reward good answers and good behaviour and children respond accordingly.

19. Children have very good attitudes to learning because they are motivated by the interesting work they do at school and the imaginative teaching methods used. Older pupils spoken to about this were keen to say so. They like working at the computer and genuinely have a thirst for knowledge, looking in books to discover curious facts. Because they are so well motivated and have enough work to do, they behave well. From the beginning of their schooling, children relate well to each other and adults; personal and social skills develop well in reception. These children already show good independence, choosing tasks which they know they have to complete during their week's work, for example working on the computer or in the sand tray. They are able to undress and dress for games and physical education with minimal help and sit in silence during assembly, having a good sense of occasion.
20. Recently the school has been involved in a project to raise pupils' awareness of citizenship. Older children were accustomed to circle time with its emphasis on frank discussion about personal feelings and problems; the school council, too, was established to be a forum for pupils to express their opinions about running the school. The project aimed to broaden this to enable pupils to think about themselves as young citizens, to be independent thinkers, to value themselves and their achievements and to use their leisure time more creatively. Documentation shows that after the project had been set up in school, the first meeting of the school council was notable; pupils showed good understanding of citizenship and were keen to voice their informed opinions about parents who parked their cars on the yellow zig-zag lines outside the school gates. This resulted in children showing a good sense of responsibility in writing to the local police who met the Parish Council within two weeks and a letter was consequently sent to all parents. After this success, the main agenda item for the second school council was how they might resolve the issue of thoughtless behaviour in the playground, which affected younger members of the school. This project has successfully inspired children and led the school to develop further links with the community.

The school provides a wide curriculum, which is enriched by challenging projects and a good range of interesting extra-curricular activities.

21. The school has a broad and balanced curriculum and all statutory requirements are met. There is a good emphasis on the development of literacy, numeracy and ICT, both in designated time and through other parts of the curriculum. Enrichment is made through a wide variety of interesting extra-curricular activities and other challenges, especially in science and technology, for example the exciting challenge about explaining life in Stanton to an imaginary group of aliens, labelled 'Notnats'. This has given rise to an impressive amount of work from all classes, which develops literacy and ICT skills particularly well. Pupils have communicated, for example, with the 'aliens' via emails which are full of interesting questions such as 'are you the only human being on earth?', prompting the children to reply with a well-considered description of themselves and their lives. Pupils also have learned how to use the Internet to search for symbolic images of life on earth to send to the alien. A further development into a scientific challenge to design a garden for an alien led the majority of children to rise to this challenge and produce some intriguing designs based on their imagined characteristic of the aliens.
22. A current challenge on which pupils were working is to design a bike for their favourite toy. Several efforts were already displayed and showed good imagination with vehicles for teddies, dolls and various creatures. The standard of production shows that many parents have also enjoyed this challenge alongside their children. A joint design and technology project with the local high school resulted in some unusual vehicles with 'wacky wheels', which are due to be displayed in a joint exhibition with both schools.
23. The school also runs a good variety of very interesting extra-curricular activities. Some parents criticised these at the parents' meeting because a small fee has to be charged. This is purely, and reasonably, to cover the insurance required for outside adult specialists, such as football coaches, to lead the sessions. All the teachers run at least one extra-curricular

activity, for example music, games, cross-country running, drama, technology and astronomy, and it is unreasonable to expect them to do more than this in such a small school, which is why they supplement with outside leaders to such good effect.

WHAT COULD BE IMPROVED

Partnership with parents.

24. A key issue at the last inspection was to improve communication with parents about the progress their children make and knowledge about the curriculum being taught. The school has made strenuous efforts to address this issue. It has, for example, produced curriculum newsletters and held parents' information evenings, consulted parents via a questionnaire about particular areas which they felt uninformed about and completely redesigned the annual school reports, so that they now give a good picture of pupils' progress, with targets for improvement.
25. As a result of the school's questionnaire, many parents gained good insight into the teaching of literacy and numeracy in particular when they were invited to come into school with their children, and about two thirds took up the offer. The governors' new termly newsletter – 'The Bridge' – is a very interesting and readable document and its placement in public places outside school is a good means of communication with the community to advertise the school's activities. The reception teacher makes particularly good efforts in communication and sends home friendly letters, welcoming children, for example, or asking parents for help on trips. In the lower two classes, there is a core of parents who regularly help and enable teachers to plan support for smaller groups, such as helping reception children understand left and right, and introduce experiences from other cultures such as Japanese calligraphy. The parents' and friends' group does valuable work in raising money for the school, which results in many additions to its resources.
26. About 60 per cent of parents returned the OFSTED parent questionnaire and these showed a very negative response to certain questions relating to information about how their children are getting on, about behaviour and personal development. Over half the returns criticised the leadership and management of the school. The parents' meeting was lively, with several strong personalities voicing discontent, particularly relating to complaints already made to the school. During the inspection, however, although invited, these parents did not come to see the inspectors. Parents who did, and those who subsequently wrote letters, all voiced their support for the school, and many said they were intimidated by a number of aggressive local parents, afraid this may spread to the children. Investigation during the inspection showed that the school has acted properly in its response to all complaints, but that some parents refused to go through the correct procedures, which are clearly set out in the prospectus. Many of these parents are also not supportive of the school's behaviour policy and do not consider they have responsibility to ensure their children's behaviour is reasonable in school. Moreover, some parents do not send their children to school in uniform, with the result that many pupils wear clothing which singles them out and prevents them assuming a corporate identity.
27. There are, however, faults on the school's side. The headteacher has a heavy teaching commitment and makes every effort to respond to parents quickly. Sometimes, this causes letters sent home to be impersonal and of a standardised nature, frequently containing jargon. Verbal communication is often difficult, because face to face confrontation can be terse and compounds the problem rather than resolving it. The headteacher and some staff do not always find it easy to communicate in terms that parents readily understand. This is exacerbated by confusion over whether it is the school's or the Local Education Authority policies which are being put forward to parents and policies are sometimes explained in such detail that parents find it difficult to understand the reasoning behind the explanations. Antagonism results. However, it is important for parents to understand that school staff have complete responsibility for their children's welfare whilst they are in school and that decisions

on the use of swimming goggles, for example, should not have to be justified. Children profit when their parents support the work of the staff, especially in conduct, but also educationally, such as in taking time to hear their children read. Until a less confrontational and more effective partnership develops between the school and parents, the children's primary education will not prosper unhindered.

Assessment.

28. Each teacher keeps accurate records of assessments of pupils' work and this is used effectively in the shorter term to influence the planning of the next stage of the curriculum. Children are satisfactorily assessed on entry to the main school and take the statutory tests at the end of Key Stage 1. During Key Stage 2, they also take various standardised tests in addition to the QCA end of year National Curriculum tests. The school keeps careful records of all these and the secretary produces standardised scores on a spreadsheet. The line graphs produced enable the headteacher to show the governors the progress made in reading age, for example, as pupils move through Key Stage 2, but the different assessments are kept separate and it is not easy to compare them to see how pupils are actually progressing through the National Curriculum.
29. The present recording system in number form of the standardised tests allows for small differences in progress to be noted. However, the school does not efficiently combine all assessment data from the baseline on entry to the Key Stage 1 test results with the QCA yearly tests in National Curriculum subjects, so that progress in gaining average National Curriculum points scores, for example, may be easily compared with the progress expected.

Provision of work for pupils of higher ability.

30. The school plans well for meeting the requirements of the mixed ages present in all classes and is successful in raising the attainment of all its pupils. Pupils with special educational needs are generally well catered for. They very often get support in class, especially in literacy and numeracy, and those with individual education plans are also further helped by short focused withdrawal sessions, usually with a classroom assistant. Since there is none in the school with severe learning difficulties, they are all able to make progress and reach satisfactory levels in the National Curriculum by the time they leave school.
31. Pupils of higher ability, however, are not always so well planned for and, in lessons observed, it was usually these pupils who finished the tasks set, which were the same for all their year group. In a Year 2/3 literacy lesson, for example, such pupils were observed sitting reading their books after finishing their task and in science playing with their practical equipment, missing an opportunity to do work to extend learning beyond the task set. This was particularly noticeable in the cross-key stage class of seven and eight year olds, which has a large number of pupils and hence a very wide mix of age and ability. It was also noticed in lessons in the Key Stage 2 class that the tasks set were generally geared towards the age of the pupils and, whilst all tasks were challenging in themselves, they were not adequate for the higher ability pupils, who had time to spare.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to improve further, the headteacher, staff and governors should:

- i. create an effective partnership with all parents by:
 - ensuring that all written communication with parents is in terms they can easily understand and free from educational jargon; and
 - devising a new home-school agreement, signed by both parties, which clearly defines the responsibility of both school and parents to work in partnership for the benefit of the pupils' education;

(paragraphs 24 – 27)
- ii. improve the use of data to track pupils' progress through the National Curriculum as they move up the school by:
 - presenting the information in a way that valuable comparisons can be made about progress over time.

(paragraphs 28 and 29)
- iii. improve provision for higher ability pupils by:
 - planning work which extends their knowledge and understanding beyond that of average children; and
 - taking steps to identify and provide for gifted and talented pupils.

(paragraphs 30 and 31)

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	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	82	9	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 – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	66
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	6	8
	Girls	8	7	8
	Total	16	15	16
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	7	8	8
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	81 (100)	94 (100)	94 (100)
	National	84 (82)	88 (100)	88 (87)

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
Japanese	2
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	18.9
Average class size	22

Education support staff: YR – Y5

Total number of education support staff	3.0
Total aggregate hours worked per week	70

Financial information

Financial year	2000/2001
	£
Total income	186424
Total expenditure	186238
Expenditure per pupil	2388
Balance brought forward from previous year	7461
Balance carried forward to next year	7647

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	42

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	50	2.5	17.5	0
My child is making good progress in school.	27.5	47.5	17.5	5	2.5
Behaviour in the school is good.	7.5	52.5	17.5	12.5	10
My child gets the right amount of work to do at home.	22.5	47.5	17.5	10	2.5
The teaching is good.	25	45	12.5	10	7.5
I am kept well informed about how my child is getting on.	12.5	47.5	25	10	5
I would feel comfortable about approaching the school with questions or a problem.	40	22.5	20	17.5	0
The school expects my child to work hard and achieve his or her best.	32.5	57.5	0	5	5
The school works closely with parents.	20	30	27.5	20	2.5
The school is well led and managed.	12.5	25	17.5	35	10
The school is helping my child become mature and responsible.	20	42.5	27.5	5	5
The school provides an interesting range of activities outside lessons.	15	42.5	17.5	22.5	2.5