

INSPECTION REPORT

MAPPLEBOROUGH GREEN C of E PRIMARY SCHOOL

Studley, Warwickshire

LEA area: Warwickshire

Unique reference number: 125640

Headteacher: Miss Barbara Julian

Reporting inspector: Michael Onyon
18146

Dates of inspection: 25-26 June, 2001

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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:	4-11
Gender of pupils:	Mixed
School address:	Henley Road Mappleborough Green Studley Warwickshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Derek Johnson
Date of previous inspection:	21-24 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mappleborough Green Church of England Voluntary Aided Primary School draws most of its pupils from the nearby town of Redditch, with very few from the village of Mappleborough. It is smaller than average in size, with 122 pupils, boys and girls, from 4 to 11 years of age. Pupils' attainments on entry to the school vary from year to year but are generally average. There are 24 pupils with special educational needs, which is similar to the national average, no pupils have a statement of special educational need. The percentage of pupil's known to be eligible for free school meals is broadly in line with the national average. There are very few pupils from ethnic minorities and all speak English as their first language.

HOW GOOD THE SCHOOL IS

Mappleborough Green is an effective school with many good and very good features. Pupils reach high standards and achieve well by the time they leave school, in English, mathematics and science, because the quality of teaching is good. The quality of teaching has improved significantly since the last inspection. Pupils behave very well, their attitudes to learning are very good and there are very good relationships between pupils and between pupils and adults in the school. Staff know the children well. The headteacher, governors and staff work together well to improve standards, being particularly effective in monitoring the school's performance. The school provides good value for money.

What the school does well

- The quality of teaching is consistently good. This contributes significantly to pupils' high achievements in English, mathematics and science.
- The school uses the results of assessment information successfully to monitor and evaluate pupils' progress in English, mathematics and science, enabling pupils to achieve high standards.
- The pupils' very good attitudes to work and mature behaviour contribute significantly to their high standards of achievement.
- The headteacher, governors and staff work together effectively to create and maintain a positive ethos that enables pupils to thrive personally and academically.

What could be improved

- The cramped accommodation leads to weaknesses in the provision for children accommodated in the original hall and the outside classrooms, and particularly restricts the provision for physical education and whole school gatherings. *
- Providing opportunities for all parents to be involved in the life of the school, meeting, in particular, their request for an interesting range of activities outside school lessons. *

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

* As identified in the current School Development Plan

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. It has made good progress in successfully tackling the issues noted then. There have been good developments to maximise opportunities for direct teaching in the Reception class and in Key Stage 1 in order to ensure that the teaching time available meets national guidelines. The headteacher now effectively monitors the quality of teaching and learning. The appraisal of teachers has been undertaken and superseded by the effective introduction of the national programme of performance management for teachers. All teachers have performance targets. Pupils' special educational needs are now effectively identified and supported. Whilst standards in ICT are now better than they were the school acknowledges that further progress needs to be made in order to spread the good practice seen in Key Stage 1. Further development in ICT is identified as a priority in the current School Development Plan. Spending decisions follow best value principles and are cost effective. The school has good procedures to monitor its performance and is well placed to sustain its high standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	A	A	A
Mathematics	A	A	C	C
Science	A*	A*	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that the performance of pupils in 2000, compared to all schools nationally, was well above average in English and science and average in mathematics. The results in science place the school in the top 5% in the country. Compared to similar schools, performance was also well above average in English, in the top 5% in science and average in mathematics. National Curriculum test results in 2000 for the end of Key Stage 1 were well above average in mathematics, above average in reading and met the expected levels in writing. Teacher assessments in science indicate that pupils' attainment is at the level expected nationally. These results have been maintained over the last four years. Results by the end of Key Stage 2 over this time have improved at broadly the same rate as those nationally. The relatively small and differing sizes of each year group mean that not too much significance should be placed on fluctuations in results in some years. The result of one pupil equates to 7% of the total and explains the different grade achieved in mathematics in 2000. The school has set appropriate targets for the current year and is on course to meet them.

The work seen by the inspection team by the end of Key Stage 2 is of a similar standard to that shown by the test results in English and science. In comparison, one pupil less achieved the expected Level 4 in mathematics. By the end of Key Stage 1, it is above the expected levels in reading, writing, mathematics and science. Scrutiny of work shows that pupils in the Foundation Stage achieve the nationally prescribed Early Learning goals and their work is at a good standard. Standards of work seen in the other subjects of the National Curriculum are at levels expected. Pupils meet the expected standards in information communication technology at the ages of seven and eleven.

Pupils achieve well. Standards on entry to the school are broadly average and have risen to above average overall by the time pupils' leave the school at the age of eleven. Pupils with special educational needs make good progress. Pupils of all abilities are given appropriately challenging work enabling them to achieve their best.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school, both in lessons and at play. There have been no exclusions.
Personal development and relationships	Very good; pupils use their initiative and act responsibly. They get on extremely well together and with all adults in the school.
Attendance	Very good, well above the national average

The way in which pupils work together and respect each other is a particular strength of the school. The attitudes and approach of the pupils were good or very good in all lessons seen, throughout the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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 quality of teaching seen during the inspection was good or better in 78% of lessons and never less than satisfactory. It was very good in 14 per cent of them. This is a significant improvement from the previous inspection. English is well taught across the school, with examples of very good teaching in Key Stage 1. Mathematics is consistently taught well in all classes with examples of very good teaching in both key stages. Literacy and numeracy skills are well taught overall and this contributes to the good achievements in pupils' learning in these areas. The judgement about the teaching of pupils aged up to five is based on the observation of two lessons taught by a supply teacher. Pupils' work over the year indicates that they are working at a good level and achieving good standards. Examples of good teaching were also seen in science. In well-taught lessons in key stages 1 and 2, teachers have high expectations of what they expect pupils to learn. They ensure lessons are interesting and encourage pupils of all abilities with skilful questioning and work matched to their particular needs. In information communication technology, the best teaching is seen in Key Stage 1 where teachers provide structured opportunities for pupils to practise and extend their skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, with an emphasis upon provision for literacy and numeracy across the curriculum. The range of activities outside lesson time is limited.
Provision for pupils with special educational needs	Good overall; good for pupils under five. Individual education plans provide appropriate targets for pupils who are supported well by the special and non-teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; contributes effectively to pupils' very positive attitudes to work and their responsible behaviour.
How well the school cares for its pupils	Very well; a strong emphasis upon pupils' welfare contributes well to their personal development.

All staff know pupils very well and use this effectively to provide very good pastoral care and good academic support. Although statutory requirements are met, some opportunities for physical education and whole school gatherings are restricted by the cramped accommodation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher, supported well by the staff who work well as a team.
How well the governors fulfil their responsibilities	Well; the governors, in particular the Chair, take an effective part in the management of the school, analysing its strengths and weaknesses.
The school's evaluation of its performance	Good; the performance of the school is analysed carefully and appropriate action planned in the School Development Plan.
The strategic use of resources	Available money is used appropriately to support identified school priorities, applying the principles of best value.

The team of teachers work well together and are committed to maintaining the high standards achieved. Subject co-ordinators have not yet had regular opportunities to monitor teaching but this is now planned for. The school applies the principles of best value to purchases and, in considering spending carefully, has money set aside to contribute towards the building costs of a hall, planned for the coming academic year.

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 enjoy school • Their children are well taught and are making good progress • The children are well behaved – the school helps them to become mature and responsible • Children work hard and achieve their best • They feel comfortable approaching the school with questions or a problem 	<ul style="list-style-type: none"> • The way in which they are informed about school events and the progress of their children. • The range of extra-curricular opportunities • The amount of homework for pupils

Following the receipt of responses to the parental questionnaire a significant number of letters were received endorsing the points pleasing parents and expressing appreciation of the achievements of the school, referring to the good progress made by their children. The inspection team fully supports the very positive views that parents have of the school. With regard to what they would like to see improved they found that a considerable number of parents take the opportunity to speak to teachers at the beginning and end of the school day and that there is, indeed, an "open door" policy where parents can call in at any time. However, a significant number of parents would welcome improved opportunities to be involved in the life of the school and, in particular, for the range of activities provided outside lessons, before and after school, to be extended. The current School Development Plan aims to meet this need. Homework is used appropriately to consolidate and extend work undertaken in lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is consistently good. This contributes significantly to pupils' high achievements in English, mathematics and science.

1. In the 2000 national tests, results are well above the national average in English and science at the end of Key Stage 2 and in mathematics at the end of Key Stage 1. Results in reading are above the national average at the end of Key Stage 1. Over the last four years the school has achieved results that are above and well above average. At Key Stage 2 the test results of individual pupils have a considerable impact upon the overall percentages achieved. In 1998 in English and in 2000 in mathematics comparisons with national averages were reduced by the outcome of a single pupil's results. It is evident from work seen during the inspection that the current standard of work, in all three subjects is above nationally expected levels and that pupils are achieving well. This is clear not only from lessons, but in the good progress made by individual pupils from the time they start school and when comparing their results at the end of Key Stage 1 and 2. A consistent high standard has been maintained. There are several reasons for this. Teachers have realistically high expectations of what pupils can achieve, as a result of their good knowledge of the pupils and a careful analysis of their progress. They use the good knowledge they have of their pupils to skilfully match questions and activities to their needs. This is very effective in helping pupils to consolidate and extend their learning. Good examples of this were seen in all classes in Key Stages 1 and 2.
2. In lessons seen by inspectors, the quality of teaching was never less than satisfactory, was good in 64% of lessons and very good in 14%. The consistently high quality of teaching is a prime factor in promoting high achievement. Pupils in need of additional support are now identified at an early stage and the special educational needs co-ordinator, class teachers and, in particular, the special and non-teaching classroom assistants help pupils to make appropriate progress. This identification and support has improved since the last inspection. An example of the good quality support offered to pupils was seen in a Year 2 mathematics lesson, where the collaborative planning of the teacher and classroom assistant enabled pupils to solve a multiplication problem using apparatus and then illustrating their results on the computer. Very encouraging remarks employed, such as, "You had to try really hard to do that, but you did it, well done!" helped the pupils to grow in confidence. This support for pupils with special educational needs enables them to work alongside classmates and achieve the targets set in their individual education plans.
3. In English, observations confirm that pupils achieve equally as well in reading and writing. One reason for this is the encouragement given to pupils to offer their responses to questions in full sentences and to extend their answers, explaining their reasoning. A good lesson for older pupils based upon performance poetry illustrated this well. The teacher used good questioning skills to extend pupils' understanding of the content and use of language in poems by Ogden Nash. "Where does the author use rhyme and rhythm? What is he trying to achieve?" This elicited good responses about the impact of surprise and using the unexpected, "Who would think that a little girl would eat a monster, its not what you expect." A less able pupil was able to identify rhyming words and to link them together well. The teacher had equally high expectations of the quality of pupils' written work using work already on display in the classroom to illustrate the point. Good subject knowledge was used by the teacher to constantly move pupils on. As they worked the teacher discussed with individuals how they could improve their work. As a result pupils produced work of a high standard. Observations evidence a good range of writing, both on display and in class books, the oldest pupils showed a well-developed style. They varied sentence length, structure and vocabulary well, for example when writing about the dangers of alcohol, in relation to their "building bridges" project with the High School.
4. Teachers communicate confidently, expressing themselves through voice, posture and gesture in a way that holds pupils' attention. As a result pupils are well motivated to learn. Teachers in Key Stage 1 also make good use of skilful, challenging questions, which

encourage pupils to achieve well. In a demanding lesson dealing with the relationship between division and multiplication, Year 2 pupils could give examples to their class of the relationship between multiplying and dividing numbers, beginning with a number, multiplying it and then dividing it by the same number, to produce the original number. The lesson began with a brisk mental calculation session and was drawn together very effectively enabling pupils to demonstrate a pride in their achievements and for others to recognise their efforts. The teacher also used very effective questioning to maintain a brisk pace to the lesson ensuring that all pupils were involved.

5. Pupils are kept on task and are expected to behave in a way that doesn't disturb themselves or others. In the teaching of science, teachers make the objectives of the lesson very clear. They plan and organise the classrooms and group work very well giving good attention to both the age and ability of the pupils, so that pupils are challenged to do well. Again they use their good knowledge of each pupil to ensure they are given appropriate learning opportunities. A good example was seen in Year 1 where a good introduction to a lesson on the observation of plants was followed by three activities enabling pupils to record their observations through drawings, to recognise the parts of flowers and to sort pictures into living and non living plants and animals. Pupils were able to work independently in discussions with the teacher, classifying plants and with the classroom assistant, using a computer program to label parts of the plant and to construct sentences. Good progress was made in the lesson, illustrating the high standard of science work in the school.
6. Teachers are good at encouraging pupils to think for themselves. For example in a lesson for Years 5 and 6 pupils, they had to use their initiative to decide how to link factors of 36 to factors of 360 and to apply their learning to the division of a pie chart. As soon as the teacher ascertained that they had found a solution, he challenged and encouraged them to build on this by representing data in the pie chart. Learning was consolidated and extended by a homework task challenging pupils to present data they had collected about their class, in a pie chart and to explain their solutions.
7. Mental mathematics sessions throughout the school are characterised by brisk questioning that is well matched to each level of understanding. Even the youngest pupils are encouraged to explain how they work out their answers. Questions such as, "Is there another way of working it out?" and "What is the question really asking you?" help pupils to develop a good range of mental strategies. In a mental session looking at factors, Year 5 and 6 pupils showed good levels of mental agility and confidently expressed factors of given numbers to a given rhythm.

The school uses the results of assessment information successfully to monitor and evaluate pupils' progress in English, mathematics and science, enabling pupils to achieve high standards.

8. The school maintains good records of the progress being made by pupils in English, mathematics and science. Attainment on entry to the school is generally average and pupils make good progress through key stages 1 and 2 to attain standards that are currently above and well above the national average in the core subjects. In 1998 in English and in 2000 in mathematics the overall grade allocated when comparing the school's performance with national averages and the results achieved in similar schools was adversely affected by the results of a single pupil, equating to 7% of the total. Over the last five years the trend in the school's average National Curriculum points for all core subjects is in line with the national trend. In science, in the 2000 national tests, results place the school in the top 5% of schools in the country. Central to this level of performance is the use of the results of assessments, throughout the school, to successfully monitor and evaluate progress, to analyse strengths and weaknesses in the curriculum and to successfully plan future lessons.
9. The parents of all children are offered a home visit before entry to school enabling an evaluation of their needs. The Warwickshire baseline assessment is undertaken to effectively assess the attainment of children in number, language and personal and social skills, as they enter the school. Work is planned to meet the needs of the pupils and to identify any special educational needs. Assessments continue successfully throughout Key Stage 1 leading to predictions of the expected performance of pupils at the end of the key

stage. The results of these assessments have led to the introduction, through the school development plan, of a scheme to address writing at Key Stage 1 and a literacy scheme for use by both the Reception and Year 1 classes. The analysis of data extends to a comparison of the progress made by girls and boys. Where weaknesses have been identified action is taken to remedy them, for example addressing the particular needs of boys in writing and planning a specific strategies to address them.

10. Throughout Key Stage 2 a comprehensive range of assessments is undertaken, including National Foundation for Education Research (NFER) and Qualifications and Curriculum Authority (QCA) assessments to track pupil progress and accurately predict the outcomes of pupil assessments. The headteacher also carries out a structured programme of classroom observations and scrutiny of pupils' work to moderate the outcomes of assessment. The results of all assessments and the outcomes of observations and work scrutiny are feedback to teachers in detail to further inform them of the strengths and weaknesses of pupils in their class. Co-ordinators for English, mathematics and science also receive feedback about standards in their subjects. In addition the school compares its results with a benchmark group of similar schools in the Education Authority, striving to make improvements where necessary. In this way the school effectively measures the value it is adding. Governors carefully analyse pupil performance data in order to effectively monitor progress. The school development plan indicates that the subject co-ordinators will be involved, with the headteacher, in monitoring and evaluating the quality of teaching and learning in the next term. As a result standards are high and pupils, of all levels of prior attainment, achieve well
11. Targets are set for individual teachers to achieve in terms of the progress to be made by pupils in these subjects. The targets are incorporated well in the system of performance management for teachers recently introduced. It would be useful to involve pupils in this target setting process, however their progress is clearly indicated to them through effective marking of their work. In Key Stage 1 various levels of attainment are indicated to pupils through the use of pictorial symbols; for example a red squirrel indicates excellent work. In Key Stage 2 clear guidance for improvement is recorded on work, helping pupils to move forward; for example in Year5/Year 6 comments included "A well written story N..think about the effect of your sentences, would it more effective to vary their length?" "I think I have included all the factors, do you think I have missed any out?" This enables pupils to achieve high standards.
12. The school has set challenging realistic targets for the outcomes of pupil performance, in English, mathematics and science, at the end of Key Stage 2 for this year and is on course to achieve them. Through this effective use of individual pupil data indications are that this level of performance will be exceeded in 2002.

The pupils' very good attitudes to work and mature behaviour contribute significantly to their high standards of achievement.

13. Observations and parental perceptions concur in the view that pupils behave very well and have very good attitudes to their work. In all the lessons observed the behaviour of pupils and their attitudes to work were good and very good. Inspectors feel that this is a strength of the school and has a considerable impact on the high standards achieved by pupils. Pupils are courteous to each other and adults, including visitors. They listen well and respect the contributions of others, building their knowledge and extending their learning through respectful interactions. The selective use of praise is a helpful factor in encouraging pupils to develop self-confidence, awareness of themselves and others and a desire to do well. This self-confidence enables pupils to apply themselves well to their learning and to take a pride in achieving high standards, they always want to do their best. Pupils have high expectations of themselves and those they work with. When pupils are new to the school they are helped by older pupils. This provides the older pupils with opportunities to take on responsibility and to contribute to the good social and moral ethos that is evident in the school. For example, in a lesson for Year 5 and Year 6 pupils related to their "Building Bridges" project, looking at the negative effects of drugs, the pupils showed very good attitudes to their work and, as a result, produced oral and written work of a standard above that expected for their age. In discussing the homework task, related to the lesson, pupils

were keen and enthusiastic, eager to talk about how the project would be extended and what they could do.

14. Pupils want to please their teachers. They demonstrate a mature behaviour, in organising their work well, for example the way in which pupils in Year 1 got on with finding out information related to their science work. They move on quickly to additional tasks without it being necessary for the teacher to remind them, taking responsibility for their own work. Occasional naughty behaviour is dealt with sensitively but firmly. Consequently, pupils know the difference between right and wrong, but do not feel that the atmosphere is oppressive. Pupils respond well to this purposeful atmosphere appreciating the clear guidance on behaviour. They understand that it limits any verbal and physical aggression that might otherwise take place, articulating it sensibly. Good reminders of the behaviour code are on display around the school. Bullying in the school is almost unknown and there have been no exclusions for behaviour. Good behaviour contributes well to the pace of learning, enabling pupils to achieve well and to produce good quality work in their lessons. The rate of attendance is well above the national average, which indicates that pupils enjoy coming to school, as borne out in the responses to the parents' questionnaire. They talk enthusiastically about school and their achievements, for example a group of Year 6 pupils expressing delight in achieving a given number of responses within a time limit in a numeracy lesson.

The headteacher, governors and staff work together effectively to create and maintain a positive ethos that enables pupils to thrive personally and academically.

15. The headteacher has a clear vision for the school focused on high standards, high expectations and the maintenance of a positive ethos where children are taught moral values, tolerance of others, respect and interest and pride in their individual achievements and the achievements of the school. All staff work together well to establish and maintain such an ethos. They meet together regularly, both formally and informally, discussing the progress of pupils. The headteacher monitors the quality of teaching and learning, evaluates standards of work by looking at samples of pupils' work and moderates the judgements through the involvement of the school's Local Education Authority link inspector. Staff are encouraged to share fully in staff meetings, so that decisions are taken openly according to the priorities of the School Development Plan. The plan is clear, giving a picture of developments over the next two years. Improvement to pupils' academic success is central to the plan that is costed with responsibilities identified. Priorities from the development plan are closely linked to the annual budget, which is planned with supporting advice from the Local Education Authority financial advisor and the governor with responsibility for financial matters, who has particular expertise in this area.
16. The issues from the last inspection have been successfully addressed. Teaching time is now carefully allocated for pupils up to the age of five and in Key Stage1. The special educational needs of pupils are determined at an early stage and good quality support provided for them. Progress has been made to improve provision for the teaching of information communication technology and all staff are successfully currently undertaking specific training in the subject.
17. The governors contribute well to the success of the school. There has been considerable in-house training for governors in addition to training for individual governors. Details relating to curriculum, buildings and finance, are considered by committee's before the full governing body considers recommendations. Urgent priority has been given to improvements in accommodation, with continual approaches for funding from the Local Education Authority and other sources. A small budget surplus has been retained in order to contribute to costs. The governors, led by the Chair, take a strategic view of important aspects that affect standards in the school. They have a good grasp of the strengths and weaknesses of the school, enabling them to reach independent decisions. The good relationships within the school are evident at governing body level, with a number of governors regularly visiting the school. A priority in the school development plan is for governors to become involved, in a formal way, in the observations of teaching and learning.

WHAT COULD BE IMPROVED

The cramped accommodation leads to weaknesses in provision for children accommodated in the original hall and the outside classrooms, and particularly restricts the provision for physical education and whole school gatherings. *

18. The popularity of the school has led to considerable growth over the last few years with the roll more than doubling in size. Unfortunately this growth has not been accompanied by additional building work. As a result children are accommodated in a classroom space created in what was previously the school hall. Natural light is limited to one small set of windows. Because of its location adults and children have to pass through it to gain access to other classrooms and the staff room. During the inspection the close proximity of the classroom occupied by older pupils meant that their music lesson could be clearly heard distracting pupils who were completing a computer activity. Whilst the pupils concentrate well and the teacher plans carefully to overcome difficulties these weaknesses restrict their learning opportunities, especially when working on independent and group tasks not directly supervised by the teacher. Whilst standards are high in the core subjects, restrictions in space and movement have a negative impact on standards achieved in, for example, art, design technology and music, limiting the activities that can be undertaken.
19. Reception class children and pupils in Year 3 and Year 4 are accommodated in buildings outside the main building. Very hot weather was experienced during the inspection leading to the classrooms becoming very hot. In winter the other extreme of cold weather means the classrooms are very cold. Teachers and pupils work very hard to overcome the difficulties and it is a credit to them that the working ethos is good. Children and pupils concentrate well and apply themselves to their work despite the difficulties but standards of achievement in those lessons requiring pupils to move around the classroom, for example art and music, to access materials and equipment, are adversely affected. In the Year3/Year 4 classroom movement around the classroom is difficult during lessons as the result of the number of pupils in the classroom. Additional adults working in the classroom find movement difficult, restricting their quick access to pupils who need their support.
20. Standards of achievement in physical education are restricted by the lack of space. Reception class children and pupils in Key Stage 1 undertake indoor work, in gymnastics and dance, in their classrooms, whilst Key Stage 2 pupils travel, once each fortnight, to the local High School to use their indoor facilities. Whilst standards in physical education are at levels expected nationally standards could be higher if the accommodation were improved. All the pupils in Key Stage 1 and 2 have the opportunity for swimming lessons, on a rolling programme through the year. Physical education activities conducted in classrooms, however well organised, lead to intrusive noise for those pupils in adjoining classrooms, impacting on the activities being undertaken in those classes. The school does not have a space large enough to accommodate whole school gatherings. During the inspection all the younger pupils gathered, in cramped conditions, in the current Year 2 classroom for an assembly, led by the visiting curate. Restrictions on the movement of pupils limited their involvement and opportunities to contribute in the religious education session. The headteacher and governors have made repeated attempts to address these issues in relation to the problems of accommodation. The Local Education Authority has informed the school that it has included the building of hall in its programme of work for the coming year.

Providing opportunities for all parents to be involved in the life of the school, meeting, in particular, their request for an interesting range of activities outside school lessons. *

21. The school roll has grown considerably over the last few years, with children being admitted from a wider area. Many parents are new to the school and twenty nine per cent of those who responded to the parental questionnaire expressed a desire for the school to work more closely with them. In particular parents wished to receive more information about school events and to be kept informed about the progress of their children. In the period following receipt of responses to the parental questionnaire many parents sent letters to the inspectors expressing their satisfaction with the information they receive, especially concerning pupil

progress. Parents also wish to see a hall provided and for the accommodation to be improved.

22. During the inspection observations at the beginning and end of the school day evidenced a number of meetings between parents and teachers, with the opportunity to discuss matters of concern and to receive and pass on information about pupil progress. Three opportunities each year are provided for formal interviews with parents to discuss pupil progress and that progress is reported annually. The school informs parents of its events by letter. However it is apparent that alternative forms of communication need to be considered in order to fully involve all parents. The school is aware of shortcomings in communicating all that is happening and is taking steps to improve matters. Parents are, quite rightly concerned about the accommodation offered by the school and the lack of a hall. Progress has been made by the governors and headteacher to address these problems but the information needs to be passed on to parents to allay their concerns and to involve them in the process.
23. During the inspection the inspectors observed two extra-curricular activities. A Sports Club was attended by fifteen Key Stage 2 pupils and a French club, well led by a parent, was attended by pupils whose parents had made a financial contribution in order to be able to attend. This is a limited range of activities outside lessons provided for pupils, missing the opportunity to extend and enrich the curriculum. Whilst the school has recognised this situation progress has been slow in developing high quality before and after school provision, using the school premises out of school hours and providing more opportunities for pupils to consolidate and extend their skills in out of school activities helping to raise achievement in the foundation subjects, art, music and physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education still further:

- (1) Continue their efforts to improve the cramped accommodation in order to make better provision for pupils currently accommodated in the original school hall and the outside classrooms, and for physical education and whole school gatherings. *
(see paragraphs 18, 19 and 20)
- (2) Offer the opportunity for all parents to be involved in the life of the school by;
 - Extending the means of communications to parents to ensure that all parents are fully informed about school events.
 - Providing a forum where parents can meet.
 - Providing an interesting range of activities for pupils outside school lessons, to extend and enrich the curriculum. *
(see paragraphs 21,22 and 23)

* As identified in the current School Development Plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
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	14	64	22	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)		122
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		24

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	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.1
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.

* The number of boys and girls achieving Level 2 and above and Level 4 and above have not been included in the tables below, as there are less than 11 pupils in each cohort.

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	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	15	15	18
Percentage of pupils at NC level 2 or above	School	83 (89)	83 (89)	100 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	18	18
Percentage of pupils at NC level 2 or above	School	78 (89)	100 (95)	100 (95)
	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	10	10	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	17	20
Percentage of pupils at NC level 4 or above	School	95 (93)	85 (87)	100 (100)
	National	75 (70)	72 (69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	18	20
Percentage of pupils at NC level 4 or above	School	90 (80)	90 (80)	100 (87)
	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	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	101
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	20.3
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	61.5

Financial information

Financial year	1999/2000
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	£
Total income	219762
Total expenditure	218100
Expenditure per pupil	1788
Balance brought forward from previous year	4242
Balance carried forward to next year	5903

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	2	4	0
My child is making good progress in school.	40	55	4	0	0
Behaviour in the school is good.	34	57	4	0	4
My child gets the right amount of work to do at home.	36	47	11	7	0
The teaching is good.	51	43	0	0	6
I am kept well informed about how my child is getting on.	41	43	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	51	47	2	0	0
The school expects my child to work hard and achieve his or her best.	37	54	9	0	0
The school works closely with parents.	26	43	23	6	2
The school is well led and managed.	36	43	6	9	6
The school is helping my child become mature and responsible.	47	45	4	2	2
The school provides an interesting range of activities outside lessons.	13	7	35	39	7

Other issues raised by parents

Several parents added comments to their returned questionnaire's. Issues raised through the written responses focussed upon; the lack of a school hall, its effect upon the curriculum, the numbers of pupils in classes in Key Stage 2 and the lack of extra-curricular activities for pupils.