

INSPECTION REPORT

**Sherborne Church of England
Primary School**

Sherborne, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115648

Headteacher: Mrs V. Stanley

Acting headteacher at the time of
inspection: Mrs M. Crowe

Reporting inspector: Mr P. M. Allen
17531

Dates of inspection: 20th – 21st February 2002

Inspection number: 193855

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Sherborne Cheltenham Gloucestershire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A. Copley
Date of previous inspection:	28 th April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sherborne Church of England School is a very small rural primary school to the east of Cheltenham. The school and most of the village are owned by the National Trust. The school draws from a wider area than previously. Most pupils travel daily and a smaller number live in the village. Over half of the families live in tenanted housing, the majority of which is tied to the large farming estates of Great Barrington and Sherborne. There are 51 pupils on roll, half as many more as at the time of the previous inspection. There are a similar number of boys and girls. There are two classes, one for Reception and Key Stage 1 and one for Key Stage 2, the responsibility for which is shared by the acting headteacher and another teacher. All the children are of white ethnic origin. The number of pupils with special educational needs is in line with the national average and there are none with Statements of Special Educational Need. The proportion of pupils entitled to free school meals is well below the national average. Most pupils have had experience of pre-school education. Although attainment on entry varies from year to year, currently the indications are that it is above what could be expected. At the time of the inspection, the school was benefiting from the recently completed extension and comprehensive refurbishment. The headteacher has been absent from the school since October 2000 and the school is being led by its acting headteacher, appointed in November 2000.

HOW GOOD THE SCHOOL IS

This is an effective school which is increasingly becoming more effective. It benefits from a caring, Christian ethos where every child is valued and supported. The acting headteacher is providing very good leadership, which is why the school has improved significantly over the past year. She is well supported by the conscientious staff and the enthusiastic governing body. The quality of teaching overall is good. Given the small number of pupils, attainment can and does vary from year to year. The very small number of pupils at the end of Key Stage 2 makes overall evaluations inappropriate. Increasingly, pupils across the school are achieving well relative to their abilities. The school is inclusive for all pupils in its practices. Overall, the school gives good value for money.

What the school does well

- ◆ The acting headteacher's very good leadership is making the school increasingly more effective.
- ◆ The school has made significant steps forward in its information and communication technology provision.
- ◆ There is good provision for spiritual and cultural development and very good provision for moral and social development.
- ◆ There is a very good partnership between the school and the parents.
- ◆ Pupils have very positive attitudes to learning; standards of behaviour are very good.

What could be improved

- ◆ Standards in reading and writing across the school.
- ◆ The Foundation Stage curriculum for Reception children.
- ◆ The monitoring of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since its previous inspection in April 1997. Most of the improvements have taken place over the past year. The issues from the previous report have been addressed. A whole school curriculum teaching plan has been developed to ensure full National Curriculum coverage. Good procedures for assessment have been introduced. Standards are now higher in art and design across the school and in mathematics at Key Stage 2. Standards in information and communication technology at Key Stage 2, which were judged to be unsatisfactory at the time of the previous inspection, have been improved. In spite of the lack of a hall, the school does all it can to provide an appropriate physical education curriculum. There is now an improved learning environment and the school and its curriculum are better organised. There is both a commitment and a capacity, shared by the staff and the governing body, to succeed in further improving the quality of education and raising standards.

STANDARDS

The number of pupils in each year group is very small so it is not appropriate to include a table of standards in national tests.

The youngest children are in line to meet the nationally prescribed Early Learning Goals by the end of the Foundation Stage (Reception year) and around half are likely to exceed them. There are far too few pupils in Year 2 and Year 6 to make meaningful overall evaluations of standards at the end of Key Stage 1 and Key Stage 2 and, as a consequence, results are not published. Results vary from year to year dependent on the proportion of pupils with special educational needs in particular year groups. Nevertheless, judged over a longer period, results at the end of Year 2 have been higher in writing and mathematics than they have been in reading, whilst results at the end of Year 6 have been higher in mathematics and science than they have been in English. The school recognises that standards in reading and writing could be higher across the school and is taking steps to address this. All the evidence indicates that standards are rising. The school is setting challenging but realistic targets for the period ahead. Standards in information and communication technology are sound and improving across the school. Standards in religious education are sound and meet the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes; they are keen to participate, answer questions and contribute their ideas. They are interested in all aspects of their learning.
Behaviour, in and out of classrooms	Overall, behaviour is very good. Pupils are helpful and courteous to visitors. There is a family atmosphere where pupils look after one another.
Personal development and relationships	Personal development is very good. Pupils show initiative and independence. They have very good relationships with each other and with all the adults.

Attendance	Attendance is below national averages because of the poor attendance of a very small number of pupils. Virtually all pupils arrive on time eager to start the day.
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The pupils' very good attitudes and behaviour have a very positive impact on the quality of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	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 and learning in the Foundation Stage is satisfactory, but it is insufficiently focused on the areas of learning prescribed for this age group. The quality of teaching at Key Stage 1 is sometimes satisfactory and sometimes good. The quality of teaching at Key Stage 2 is good overall and sometimes very good. Both numeracy and literacy were taught well during the inspection, although there is a need to continue to raise standards in reading and writing. The teaching meets the needs of the pupils, including those who are higher attainers and those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is inclusive for all pupils; it is broad and balanced with an imaginative range of activities, involving good use of the local area and places further afield. The curriculum for the Reception children gives insufficient time for creative and practical activities.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and this enables them to make good progress, especially in the acquisition of basic literacy skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for spiritual and cultural development and very good provision for social and moral development. The pupils respond well in these areas. The school makes a good contribution towards preparing its pupils for the multicultural society in which they are growing up.
How well the school cares for its pupils	The school lacks a formal child protection policy. Nevertheless the pastoral care of the pupils is of a very high order. Every child's contribution is valued. The school is developing increasingly good practices for assessment, including the tracking of the progress of individual pupils.

The school works very effectively in partnership with parents who are appreciative of the school's caring, Christian ethos. Given the size of the school, the provision for extra-curricular activities is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the acting headteacher has enabled the school to make significant improvements over a relatively short time. She is creating a team approach, in which co-ordinator roles are beginning to develop well.
How well the governors fulfil their responsibilities	The governing body is very supportive of the acting headteacher and the school and benefits from the enthusiasm and commitment of its members. Governors are increasingly gaining a clear understanding of the school's strengths and areas for improvement.
The school's evaluation of its performance	During the past year, a very positive start has been made to self-evaluation. Work has been scrutinised and standards analysed. The monitoring of teaching and learning is relatively underdeveloped.
The strategic use of resources	There is good strategic use of resources. Money is well used and resources well deployed. Imaginative and effective fund-raising contributed significantly to the recent extension, refurbishment and playground resurfacing.

The school is adequately staffed. The much improved accommodation, although attractive and well cared for, is cramped, with no hall for physical education or dining. Resources are good in all areas of the curriculum. Good use is made of time, except that teaching time at Key Stage 2 is below national recommendations. The school is prudent in its spending with appropriate consideration being given to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Children like school and are making good progress. ◆ Standards of behaviour. ◆ The quality of teaching and the approachability of the school ◆ The expectation that the children will work hard, do their best and become responsible. ◆ The school is well led and managed. ◆ School works closely with parents. 	<ul style="list-style-type: none"> ◆ A number of parents feel the school's expectations for homework are unclear and that the provision is inconsistent. ◆ A number of parents are concerned that the position regarding the headship has become protracted and they feel it needs to be resolved.

The inspectors understand the concern over homework. The school has very firm plans to review the situation, partly through consultation with the parents. The inspection team is sympathetic to the concerns about the headship. Virtually all the parents hold the school and its acting headteacher in very high regard; this was very clear at the parents' meeting and in the letters sent to the inspection team. The inspectors agree with the parents' positive views. A parent expressed the views of many in saying, 'Being a small school it's like a family unit.'

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The acting headteacher's very good leadership is making the school increasingly more effective

1. The acting headteacher was previously a part-time teacher at the school, who left to undertake a course. Soon after the start of the headteacher's long term absence in autumn 2000, the governors invited her back to lead the school, initially on a part-time basis. She has taken the school through an unsettled period into a time of significant improvement.
2. The school has made a good improvement since its previous inspection in April 1997, with most of the improvements taking place during the tenure of the acting headteacher. The headteacher is very aware of the school's strengths and areas for development. She has prioritised carefully and made improvements in a well-organised way. She has ensured that developments have taken place at an appropriate pace, so that new systems are thorough and well thought through.
3. The staff are valued and work very well as a team. Evaluation of teaching is beginning to become part of the school's routine. There is an open, professional team approach. The school has made a good start to analysing results and data to inform clear target setting in the core subjects. The acting headteacher provides clear and purposeful leadership, sharing a vision of what sort of school it should be. Central to this, is a commitment to high expectations of success. Staff want pupils to achieve their best and to try to do better. All the evidence indicates that standards are rising. The acting headteacher is successfully promoting a commitment to very good relationships and equality of opportunity for all; this is reflected in all aspects of school life.
4. The acting headteacher's very strong commitment to the school as a community has resulted in good communications between staff, pupils, governing body and parents and all enjoy being part of the school. The headteacher is very effective in promoting the school's caring, Christian ethos where every child is valued. Comments and letters to the inspection team indicate that the parents regard very highly the work done by the acting headteacher. The governing body is very supportive of the acting headteacher and, through her, they are increasingly gaining a clear understanding of the school's strengths and areas for improvement.
5. The acting headteacher's 'School Improvement File' gives insights into the good levels of training for the staff and the helpful input by the local education authority's advisory staff over the past year. There are action plans to raise standards in literacy, including reading and writing. The information and communication technology action plan indicates how much progress has been made in this subject. A positive start has been made to self-evaluation as part of a clear agenda to raise standards.
6. The acting headteacher's commitment to continuing self-evaluation and high expectations is helping to create an effective school which has the will and capacity to improve further through a systematic process of review, evaluation and planned improvement as part of a team approach. It is vital that these improvements are sustained.

The school has made significant steps forward in its information and communication technology provision

7. The previous report was very critical of information and communication technology and one of the key issues raised was concerned with raising standards. Standards were judged to be barely adequate at the end of Year 2 and unsatisfactory at the end of Year 6. Resources were criticised and the judgement was made that teachers did not always have the necessary confidence and competence in this area. Currently standards in information, communication and technology are sound and improving across the school.

8. The school has made significant steps forward since that time, mostly during the past twelve months, even though the building extension and refurbishment had an adverse effect on the effective use of computers. The further development of information and communication technology remains a priority for the school, with plans to involve the staff in further training and plans to extend software provision so that information and communication technology can become a constituent part of the teaching in virtually all subjects. Very good improvement has already come about.

9. Until recent times, information and communication technology was underrepresented in the curriculum. A relatively new member of staff is providing good leadership as information and communication technology co-ordinator and has developed a good new policy together with plans for development. Planning makes good use of the nationally produced scheme of work. The teaching and practising of skills is now more systematic through timetabling and the pupils now have work folders and disks. Pupils are enjoying good experience of control technology and Internet access is now established. The pupils are now, for the first time, receiving their National Curriculum entitlement in the subject. The school values the support it has received from the local education authority information and communication technology consultant and the good quality support it has received from a local 'Beacon school' whose expertise in this area has been recognised.

10. The subject is now better resourced with computers and the work benefits from a new small computer suite where pupils can work with close supervision. Word processing is being well developed, staff are becoming more confident and pupils are becoming more skilled at accessing information. The school improvement action plan for information and communication technology identifies the targets, the actions and the success criteria for their development. There is more to do, most notably in incorporating information and communication technology across all areas of the curriculum, but nevertheless the school has made and is making good steps forward in information and communication technology.

There is good provision for spiritual and cultural development and very good provision for moral and social development

11. The pupils respond well to the thoughtful provision in these areas which permeates the life of the school. There is a caring, Christian ethos which embodies clear values and enables pupils to explore values, standards and rules. The school functions like a large family, whose members look after one another. 'Being a small school it's like a family unit,' said one parent, very perceptively. The school plays a key role in preparing pupils for the opportunities and responsibilities of adult life.

12. The provision for the pupils' spiritual development is good. Good opportunities are provided for pupils to reflect on their own and other people's lives and beliefs; for example, in class work on Christianity and other faiths. Thoughtful acts of worship provide opportunities for silence and quiet reflection. Pupils write reflective poems and are also helped to reflect through activities in 'Circle Time'. Pupils are helped to experience awe and wonder at the beauty of the natural world around them. An appreciation of music and art is fostered; for example, through appraising different types of music, visiting the theatre and studying the work of various artists.

13. The provision for moral development is very good and contributes to the pupils' clear understanding of right and wrong. The pupils annually agree a code of conduct through the 'Golden Rules'; this is successful in helping the pupils to understand how rules help to promote harmony. Pupils show respect for each other and success is celebrated all the time. The provision for social development is very good. Pupils contribute to a wide range of charities such as Blue Peter appeals and the adoption of orphan bears. Older pupils take responsibility for tasks and help to ensure the smooth running of the school. Pupils play and work well together with good levels of co-operation. Older pupils are protective towards younger ones. Staff provide very good role models. Strong emphasis is given to tolerance, respect and care for all members of the school and community.

14. Provision for cultural development is good. Pupils learn of their own local heritage, partly through a productive involvement in their own local community. Good use is made of the National Trust facilities to enrich cultural understanding. Pupils learn of other times and places through history and geography. They benefit from links with children in a French school. The school makes a good contribution towards preparing its pupils for the multicultural society in which they are growing up.

There is a very good partnership between the school and the parents

15. Parents' views indicate strong support for the school. This was demonstrated by both the number who attended the meeting prior to the inspection and in the large number of returned questionnaires. Parents were unanimous that behaviour in school is good. They also agreed unanimously that, should they have any concerns, the school is very approachable; parents are aware that they are able to speak with the class teachers at the end of the school day and many do. With the exception of opinions on homework, virtually all the views expressed were extremely supportive of the school.

16. The school's prospectus and the governing body's annual report are both well presented documents, with detailed information for parents on the school's procedures and curriculum. The school provides a good level of information through regular newsletters which are valued by the parents. Parents' evenings are held, often with an educational focus, and parents are given good opportunities to express their views. They are also invited into school to discuss their child's end of year report. The pupils' reports are very personalised and well formulated with very clear information on each child's progress and attainment. Many parents said how much they valued them.

17. The only clear area for consideration in the partnership concerns homework. A number of parents feel that the school's expectations for homework are unclear and that the provision is inconsistent. As soon as the school became aware of these perceptions, firm plans were

drawn up to review the situation, partly through consultation with the parents. The acting headteacher has the capacity and capability to resolve this situation swiftly and efficiently.

18. The school has a very active Parents' and Friends' Association and the parents have raised thousands of pounds on behalf of the school recently, mainly to support the building and refurbishment programme to the tune of over twenty thousand pounds. The school's very good links with the community are exemplified by the way the parents gained massive support from all the surrounding villages in a 'Buy a Brick' scheme to raise money for the extension. More recently parents are raising money to provide more outdoor physical education equipment. Given the small number of pupils in the school, the amount of money raised is exceptional. A number of parents help within the school, most notably in running and assisting with after school clubs, giving valuable assistance to the staff.

19. The questionnaire results indicate that parents agree that there is a good standard of teaching and that the school works closely with parents. The questionnaire also indicated a very high degree of support for the school; the meeting reflected strong support for the acting headteacher and a view that the school has recently moved forward and improved. The very good partnership with the parents has a very positive impact on the quality of education and is one of the school's many strengths.

Pupils have very positive attitudes to learning and standards of behaviour are very good

20. The school has a co-operative and friendly atmosphere. Throughout the school the pupils' attitudes, their learning, their behaviour and their relationships with each other and their teachers are very good. All pupils, including those who are in the Reception year, are able to sustain concentration and show a good level of commitment. Pupils participate enthusiastically in their lessons and in the other activities. In the assemblies observed, all pupils listened attentively to the speaker and responded very well to the questions put to them. Pupils are helpful and courteous to visitors; they play and work in a happy and harmonious way.

21. The standard of behaviour is very good. There have been no exclusions and no instances of misbehaviour were observed during the inspection. In the questionnaire and at the pre-inspection meeting, parents were unanimous in their praise of the children's behaviour. The pupils know what is expected of them and they behave accordingly. Good orderly movement helps the school to function efficiently; this is exemplified by the pupils settling quickly to work after breaks. In lessons and in the playground pupils co-operate well, sharing resources and playing harmoniously together.

22. Relationships are very good between pupils and staff. The pupils are friendly and trustworthy showing suitable respect for property and for the feelings of others. The older pupils help support their younger friends. The good provision of personal and social education throughout the school helps to support and promote responsible behaviour. The school arranges a good range of educational visits and community involvement. These and the very good range of extra-curricular activities, contribute significantly to pupils' personal development. Overall, the pupils' attitudes, behaviour and personal development are very good and make an important contribution to the quality of education the school provides.

WHAT COULD BE IMPROVED

Standards in reading and writing across the school

23. The numbers of pupils in each year group are very small and so results vary from year to year, dependent on the proportion of high attainers and the proportion of pupils with special educational needs. Nevertheless, judged over a longer period, results at the end of Year 2 have been lower in reading than in the other tests, whilst results at the end of Year 6 have been higher in mathematics and science than they have been in English. The school recognises that standards in reading and writing could be higher across the school and steps are being taken to address this. This aim is clearly reflected in the school's plans.

24. Approximately a year prior to the inspection, all pupils' reading abilities were checked using a standardised test. The results indicated that, while around a quarter of the pupils were reading at levels above their chronological age, a significant minority were reading below those levels. More opportunities are now given for reading, including a daily time slot, and more opportunities are taken for hearing readers. Nevertheless, the school is aware of the need to significantly raise the profile of reading in the school and more systematically involve the parents in this process. Reading is part of the homework arrangements and a number of parents felt the arrangements were unclear and inconsistent. During the inspection, it was clear that the amount of parental involvement in the home-school reading record varied considerably. The clarification of the homework expectations can help to promote effective arrangements for the promotion of reading.

25. The school has identified standards of written work at both key stages as its main priority for improvement. This is clearly reflected in the school's documentation, including the school improvement plan. The school's analysis of all the available data informs its target for writing results to improve at both key stages and a positive start has been made.

26. Work scrutiny at Key Stage 1 shows some good opportunities for writing such as when pupils retell stories such as 'The Little Red Hen', 'Cinderella' and 'The Gingerbread Man'. They write interestingly on 'The Rainforest', 'My Christmas' and 'My Magic Box' inspired by a poem. Sometimes in subjects such as history and religious education, more opportunities could be given to develop writing with more challenging work for the higher attainers; there are times when expectations are insufficiently high, especially when pupils copy work. There is little evidence of extended writing, although this is within the capabilities of the higher attaining pupils.

27. There is clear evidence of pupils having more opportunities to develop writing skills at Key Stage 2. Pupils produce useful book reviews in their 'Reading Journals' and create attractive booklets, such as ones on 'How Cows Make Milk'. They are inspired to write poetry on autumn and poems in Japanese and French styles. They write very good accounts of their visit to see 'James and the Giant Peach' at the theatre. They write in the style of C. S. Lewis. They write good quality 'thank you' letters to the Bishop subsequent to the opening of the school extension and refurbishment. There are some good examples of writing in the foundation subjects; for example, in writing about 'A Five Year Old Evacuee' in history and describing how a 'string telephone' works in science. The work is benefiting from some discrete time being allocated to extended writing and from detailed marking. At Key Stage 2, clearer targets are created to improve writing, although this will benefit from further development.

28. There are times in English and in the foundation subjects when the work requires a limited response. This is sometimes, but not always, matched to the needs of the pupils; significantly more could be expected of the higher attainers. A positive start has been made, but more can be done, including the promotion of extended writing and the development of detail. More writing tasks need to be built into work across all areas of the curriculum. Pupils' writing skills will benefit from more opportunities to write for a wider variety of purposes and audiences with higher expectations and clearer targets. More of the school's higher attainers can achieve better results and an improvement in written work can impact on standards across the school. The school has clear and appropriate plans to further raise the profile of writing across the school.

The Foundation Stage curriculum for Reception children

29. The Reception year starts in the September of the school year in which a child becomes five. The children join in a class containing children in Year 1 and Year 2. Although the provision for the Reception children is satisfactory overall, it can be made more effective with more time given for the children to experience self-directed, structured play through creative and practical activities. The national Early Learning Goals establish expectations for most children to reach by the end of the Reception year (the end of the Foundation Stage). This relatively new curriculum for these young children prescribes ways of working which involve children learning through structured play and practical experiences. With three age groups taught in the same class, this does create some difficulties in providing the youngest children with an appropriate curriculum. Nevertheless, the situation is helped by the space available in the classroom and the support of a fulltime nursery nurse. During the inspection, too much time was given to formal, adult-directed activities, mainly in literacy and numeracy. This imbalance is reflected in the planning.

30. The children in the Reception year make a very positive start to their schooling. They benefit from the hard work of the teacher and the nursery nurse. A lot of thought goes into planning the work and there are good procedures for assessing attainment and progress. Staff are warm and caring and value the children as individuals. The classroom is well organised and attractive. The supportive relationships enable the children to feel secure and happy during their introduction to school life. The work planned for the children provides a solid base for Key Stage 1 of the National Curriculum but needs to take more account of the Early Learning Goals.

31. With Reception children being taught alongside the Year 1 and Year 2 pupils, the older children provide good role models for the younger ones. However, much of the work currently undertaken is more geared towards the needs of the older pupils; for example, in science, geography and history. Sometimes the work is too structured and advanced for a number of the Reception children. The staff need to further their knowledge and understanding of the Early Learning Goals and to take more account of them in planning the curriculum. This can partly be achieved through participation in in-service training and by seeking advice and looking at practice in other schools. The development of a policy for the Foundation Stage curriculum could provide a useful start to this.

32. Sometimes the children are required to sit for too long at one time, with insufficient involvement in their learning. The work for the younger children can benefit from being

undertaken in shorter, more focused time allocations, making better use of the good level of adult support. At the time of the inspection, the very good skills of the nursery nurse were sometimes underused.

33. More opportunities can be developed for the nursery nurse to work discretely with these children making more use of some of the very good resources which have been ordered to improve the provision. This can help the school to better meet the children's needs. The children can enjoy more experience of supervised outside play in the outside play area which has been developed. The Reception children need more opportunities to explore, investigate, discuss, create, practise and consolidate their developing knowledge, skills and understanding. They need to increase their creative and physical skills and their knowledge and understanding of the world at a level more appropriate to their levels of development.

34. The classroom is well resourced overall with some resources for outside play, but more use needs to be made of these available resources. Children need more opportunities to be actively involved in practical and creative activities which include some choice and decision making by them. This can give more of a balance between formal adult-led activities and time spent in having opportunities to learn through structured activities which support the goals which have been identified.

35. The teaching and learning have many good features and the classroom setting is an attractive, secure place to be. The good features in place can be built upon to provide a richer and more varied curriculum for the Reception children, adding to the quality of education provided. This can enable the curriculum to more clearly support the Early Learning Goals and be more suited to the needs of the Reception children.

The monitoring of teaching and learning

36. During the past year, under the direction of the acting headteacher, a very positive start has been made to self-evaluation of the school's performance. It is partly through this that the school is becoming more effective.

37. The governing body and the acting headteacher have worked together to develop a clear action plan. They have agreed on a shared focus for raising standards. Using national performance data, they have analysed the school's results and identified reading and writing as areas to target for improvement. This has informed the school's short term school improvement plan where targets are clarified and shared. Targets include the further development of the tracking and assessment of pupils' progress, further raising standards in literacy, raising standards in information and communication technology and improving provision for pupils with special educational needs.

38. A Standards Report was created in April 2001 to help the school to analyse its results using all the available data. In this way a clear picture of performance was gained, giving helpful pointers for areas for development. Subsequently targets were set for each year of children. The school is setting targets for individual pupils, mainly in English and mathematics and, especially at Key Stage 2; this is giving the pupils an ownership of the will to improve.

39. Although the small number of teachers has a strong impact on workload, subject co-ordinator roles are being well developed. This work is increasingly focusing on the scrutiny of

the staff's planning and on the termly scrutiny of the pupils' work. All these activities contribute to the process of self-evaluation.

40. The monitoring of teaching and learning is relatively underdeveloped. There has been some recent monitoring of literacy and numeracy teaching, with some input by the local education authority's advisory service. The monitoring now needs to become more rigorous with clearer outcomes. Whilst the teaching observed during the inspection was very creditable, being good overall, there was some variation in the quality between that which was judged to be satisfactory and that which was judged to be very good. The school aspires to benefit all its pupils with consistently high quality teaching by the teachers, supported by other classroom staff, which promotes consistently high quality learning.

41. The staff are committed to improvement. Focused monitoring of teaching and learning, linked with the aim of raising standards, can provide targets for improvement, targets which are monitored and reviewed. This can enhance teacher performance and have a positive impact on pupils' attainment and progress. In this way, this effective school can be made more effective.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to build on the school's strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

- ◆ Raise standards in reading and writing by:
 - *raising the profile of reading and writing in the school;*
 - *raising expectations of what the higher attainers can achieve;*
 - *giving pupils more opportunities for extended writing, including the development of detail;*
 - *creating more opportunities for pupils to write for a variety of purposes and audiences;*
 - *giving pupils more opportunities to write and make a personal response in foundation subjects;*
 - *developing a more structured partnership with parents in reading;*
 - *maximising opportunities for hearing pupils read;*
 - *developing target setting against National Curriculum level descriptors;*

- ◆ Broaden the curriculum for Reception children by:
 - *ensuring that it takes more account of the Early Learning Goals;*
 - *developing the role of the nursery nurse to support this work;*
 - *giving children better access to the resources and the space available;*
 - *reviewing and, where necessary, extending the resource provision;*
 - *giving children more opportunities to make choices and take part in practical and creative work;*
 - *creating a Foundation Stage policy to guide this development;*

- ◆ Develop monitoring and evaluation of teaching and learning through the introduction of a formal system for monitoring which:
 - *involves all classroom workers;*
 - *involves structured lesson observations;*
 - *provides feedback and target setting;*
 - *enables the review of targets;*
 - *contributes to the professional development of the staff.*

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	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	3	5	0	0	0
Percentage	0	20	30	50	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents ten percentage points

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)	53
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

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	9
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	3	6

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	3	4

As the number of pupils in both Year 2 and Year 6 in 2001 were both less than 10, the school is not required to publish its National Curriculum test results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	53
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	18 : 1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	70

Financial information

Financial year	2000/01
	£
Total income	153,911
Total expenditure	153,737
Expenditure per pupil	3,137
Balance brought forward from previous year	6,071
Balance carried forward to next year	6,245

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	42	48	10	0	0
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	23	35	29	13	0
The teaching is good.	55	39	6	0	0
I am kept well informed about how my child is getting on.	42	45	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	87	13	0	0	0
The school expects my child to work hard and achieve his or her best.	55	39	6	0	0
The school works closely with parents.	48	46	0	6	0
The school is well led and managed.	65	26	6	0	3
The school is helping my child become mature and responsible.	55	39	6	0	0
The school provides an interesting range of activities outside lessons.	58	32	10	0	0

