

INSPECTION REPORT

**WHORLTON PAROCHIAL C of E PRIMARY
SCHOOL**

Swainby, Northallerton

LEA area: North Yorkshire

Unique reference number: 121617

Head teacher: Mrs Linda Light

Reporting inspector: Mrs Barbara Doughty
22261

Dates of inspection: 18th – 19th February 2002

Inspection number: 194637

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:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A E Thomas
Date of previous inspection:	19 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Church of England primary school for boys and girls aged four to eleven. It is much smaller than most other primary schools. There are 66 pupils on roll, 33 boys and 33 girls, all from white English speaking families. There is a below average percentage of pupils with special needs, 19.7 per cent, but an above average number with statements, three per cent. Most of the pupils come from advantaged homes and none are known to be eligible for free school meals. Attainment on entry is better than that typically found elsewhere. Since the last inspection in 1997, a new head teacher has been appointed and the classroom for the youngest children in school has been extended to give more space inside and provide an outdoor learning area.

HOW GOOD THE SCHOOL IS

This is a good school at which pupils do well and achieve high standards by the time they leave. Teaching is good. Teachers make sure pupils make good progress by encouraging them to do their best and develop positive work attitudes. Leadership and management are good. Staff work together extremely well to identify areas for improvement and deal successfully with them. This school gives good value for money.

What the school does well

- Standards are high in English, mathematics and science at the end of both the infants and juniors because teaching effectively meets the needs of all pupils.
- Children get off to a good start during their first year in school.
- Specialist teaching in music means that pupils' musical talents are developed well and many of them exceed the nationally expected level.
- This is a very caring school. Pupils work hard to please their teachers because their achievements are celebrated. Consequently, pupils enjoy coming to school, take pride in what they do, and work extremely hard to succeed.
- The school is well led and managed. Staff work extremely well together; they identify what it is pupils do not know and make sure that gaps in learning are dealt with.

What could be improved

- Standards in information and communication technology (ICT) are too low because of inadequate resources and ineffective teaching.

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 good progress since it was last inspected in 1997. High standards in English, mathematics and science have been maintained at a similar rate to those nationally. There are now guidelines for teaching science, history and geography that ensure pupils' learning is built systematically over time. Additional teaching support has been provided in all classes, particularly for the youngest children in school, the least able, and those with special needs. Although standards in ICT are not as high as they were at the time of the last inspection, the requirements have changed and much more is expected of pupils now. The school has identified this as an area for development, staff training is underway, and new resources have been ordered.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	NA	A	C	well above average A above average B average C below average D well below average E
Mathematics	C	NA	B	C	
Science	A	NA	A	A	

Children do well in their first year and most attain the early learning goals in all areas of learning; often a high percentage exceed them. These high standards are built on well as pupils move through the school. By the end of the infants and juniors, targets are usually exceeded and most pupils do better than could reasonably be expected from their attainment on entry and at least as well as other pupils in similar schools.

The trend of improvement over time has kept pace with the national trend. Hence, high standards have been maintained. Although not many pupils take the tests each year, sometimes as few as eight, a high percentage of them usually exceed the nationally expected level in English, mathematics and science by the end of the infants and juniors. This is because teachers work hard to identify and deal with weaknesses in pupils' learning, such as in mental mathematics last year and writing this. As a result, particular improvement has been made to the mathematics test results. Pupils carry out calculations quickly in their heads, work confidently with large numbers, and explain the process of calculation well. This year, a lot of work was done to improve writing results, which usually trail behind those in reading. Already, improvements are coming about. Year 6 pupils write interesting stories, starting them well by introducing the characters and setting the scene. They go on to develop the plot and sustain the reader's attention very successfully. They use interesting and apt vocabulary to create atmosphere and add suspense. Skills in science are well developed; pupils have good knowledge and understanding of scientific processes. Standards in music exceed the nationally expected level. This is because specialist teaching builds pupils' musical talents, knowledge and skills well over time so that, by the end of Year 6, composition and performing skills are good and many pupils play instruments such as the clarinet, flute and cornet. The school meets the needs of all pupils well, particularly those with special needs.

Standards in ICT are not good enough. Pupils do not fully understand the advantages of working on computers and most of their experiences are limited to simple word processing and data handling. They have not yet experienced using e-mail in school, or scanners and digital cameras. They have too little experience of the Internet and their skills in using technology to control objects are weak and limited mainly to programming floor robots. Computers often break down and there are too few to ensure all pupils have sufficient learning experiences.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils work very hard and concentrate well. They enjoy their work and take pride in their achievements, presenting work neatly and with care.
Behaviour, in and out of classrooms	This is very good in lessons and around the school. Pupils are polite and courteous and show respect for others and property. They listen well and pay attention in lessons.
Personal development and relationships	Very good. Pupils get on extremely well together and show empathy for others. Older pupils help the younger ones, and willingly carry out jobs around the

	school.
Attendance	Good, reflecting pupils' positive attitudes towards school. Pupils like school and are eager to attend.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching and learning is good throughout the school. English and mathematics are taught well and a good range of basic literacy and numeracy skills are taught and learnt effectively – hence the high standards in these subjects in particular. Pupils of all abilities do equally as well as each other. This is because teaching challenges the brighter pupils well and supports the least able effectively. Lessons are well organised and resources are ready so that no time is lost. Teachers inject humour into their teaching and this makes learning enjoyable. Very precise questions probe pupils' understanding, focus their minds on new ideas, and promote good learning and understanding. Pupils are well managed and teachers are very successful in gaining their attention and keeping them on task. The less able pupils, and those with special needs, are given good additional help by the pupil support assistants in and outside lessons and, consequently, do well. This support is extremely well focused and builds learning appropriately in small steps. Teachers are very clear about what pupils already know and use this knowledge to adapt work in lessons for those who learn at different rates. Consequently, many pupils attain the higher level and very few do not attain at least the expected level. Pupils of all ages and abilities are expected to work hard. They are involved well in their own learning by checking their own and each other's work and identifying areas for improvement, helped by teachers' verbal and written comments. The learning of the youngest children in school is enhanced greatly by effective support from the nursery nurse, and good learning experiences based partly on observation and exploration and sometimes, appropriately, on more formal work for the more mature children in particular. Specialist teaching in music means that pupils do well in this subject. They perform confidently in front of their schoolmates and compose their own music. The teaching of ICT is unsatisfactory. Teachers lack the expertise necessary to teach all aspects of the subject in sufficient depth and their insecure subject knowledge means that too little direct teaching takes place.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, but enriched well through visits and visitors, musical experiences, such as the opportunity to learn to play instruments in the school orchestra, and good provision for personal, social and health education. Effective learning opportunities in literacy and numeracy, but unsatisfactory in ICT.
Provision for pupils with special educational needs	This is good. Most reach at least the expected level in English, mathematics and science by the time they leave the school. This is because teachers ensure that the work is suitable and support assistants explain it to them clearly and carefully and ensure that they can do it.
Provision for pupils with English as an additional language	There are no pupils currently in school with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are encouraged to reflect on the consequences of their actions, including how these make themselves and others feel. Their work is valued through good quality displays and this makes them work hard and take pride in what they do. Pupils get on very well when working in pairs and small groups. There are high expectations about how pupils should behave and pupils respond extremely well to these.
How well the school cares for its pupils	This is a very caring school. Teachers know pupils well and enjoy very good relationships with them based on mutual trust and respect. The governors have

	robust attitudes towards ensuring pupils' well-being and take good care of their health and safety. Detailed records of pupils' achievements in Reception, and throughout the school in mathematics in particular, inform teaching and learning well. Too little information is kept about what pupils can and cannot do in ICT.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher is clear about what works well in the school and what needs improving. She and the literacy and numeracy co-ordinators have a clear idea about how to bring about improvements. The leadership and management of special needs are good. The paperwork is meticulous; pupils' needs are precisely identified and effectively met.
How well the governors fulfil their responsibilities	Good. The governing body supports the school well, mainly through links with the literacy, numeracy and special needs co-ordinators and the chair of governors' regular visits to school.
The school's evaluation of its performance	This is good. Staff are very good at identifying and dealing with weaknesses in learning, such as last year in mental mathematics and this year in writing.
The strategic use of resources	Good. Finances are managed well. The governors check that they are getting best value for money through effective tendering procedures and measuring the impact of improvements on standards. ICT resources are inadequate to teach the full range of the ICT curriculum.

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 coming to school. • The standards achieved and the values the school promotes. • The quality of teaching and the way in which the school is led and managed. • The caring ethos in which their children feel safe. • The way teachers expect their children to work hard and always do their best. • The way the school keeps them informed about how their children are doing. 	<ul style="list-style-type: none"> • The quality and range of activities outside lessons. • The amount and range of work their children are given to do at home. • The way the school works closely with parents.

Inspectors agree with all of the parents' positive comments. There are few after school and lunchtime clubs, but this is not unusual for such a small school. The curriculum is, however, enriched in other ways, such as through visits and visitors, instrumental tuition, and participation in the healthy schools scheme. There is adequate homework to support pupils' learning in school and the school works satisfactorily with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in English, mathematics, and science at the end of both the infants and juniors because teaching effectively meets the needs of all pupils.

1. Teaching is good for pupils of all abilities and because of this, all pupils make good progress and many of them achieve high standards by the time they leave the school. Most of the Year 6 pupils are already working securely within the expected level and some of them at the higher level in English, mathematics and science; very few each year do not reach at least the expected level. This is because the range and quality of the experiences the pupils are given in all of these subjects are good.
2. A lot of hard work has gone into raising standards in writing, and this is already impacting positively on improving pupils' achievements. Year 6 pupils' style of writing shows real improvement since the beginning of the year. Their stories make better sense because they are much more structured; characters and plot are developed well and ideas are built on as the stories progress. There are particularly good beginnings to the stories, For example, "She sat crouched on the seat" makes the reader want to read on, and good use of powerful verbs creates atmosphere in, for example, "..., her sister Abby whispered angrily". Characters are depicted well such as in, "She stamped her feet and put her hands on her hips. Abby was one year older than Jenny. This irritated her, especially when she acted so grown up". In addition, very dramatic phrases are used to extremely good effect like, "The girls' voices were so low now if they were any lower they would be silent".
3. Pupils enjoy reading. They understand the difference between fiction and non-fiction books and the different styles of authors. Pupils' book reviews are lively and thoughtful. Comments make others either want to read the books, or not. For example, "It was full of excitement and adventure and it has all kinds of unexpected twists" and "It was well written ... you can almost feel the terror of living under the Taliban", makes others want to borrow these particular books next, whilst "It was quite boring and wasn't that exciting" stops them from rushing to the shelf!
4. Pupils' mathematical and scientific skills are equally as well developed, and most of the Year 6 pupils are currently working within the higher level. These pupils work confidently with large numbers beyond 1000, and add and subtract to three decimal places. They work competently with negative numbers and use calculators to find the square root of, for example, 256. They plot co-ordinates in two and four quadrants and use 24-hour digital times confidently. They multiply numbers by 10, 100 and 1000 and use brackets to show partitioning. They know how to plan experiments to test hypotheses in science, such as whether how high a dropped ball bounces depends on the height from which it is dropped. They know, for example, that the same ball must always be used and that less than three consistent readings will not give accurate enough results. They know why shadows get bigger and smaller and that air resistance helps parachutes to float to the ground. They know what happens to their bodies during exercise, like increasing pulse rate and how gravity affects their everyday lives, like enabling them to "go down a slide" and "lie on the bed without floating away".
5. These high standards are due to effective teaching. Teachers expect pupils to do well. They set suitably difficult work and pupils enthusiastically rise to the challenge. For example, pupils in Year 6 found their work on fractions hard at first. They pondered over what the teacher was saying and listened carefully to her clear and very precise instructions. They watched her demonstrations and, after struggling a little to begin with, by the end of the lesson, they could turn mixed numbers into equivalent fractions, such as one and three eighths into eleven eighths and one and a half into twelve eighths, and order them from the smallest to the largest. Similarly in a Year 2 mathematics lesson, two of the ten pupils are already confidently doing work from the higher level, such as multiplying and dividing whole numbers. The rest are

working very securely within the expected level and many are likely to attain above it by the end of the year, again because the demands made on them are so high.

6. Pupils are involved extremely well in their own learning. The older pupils in particular are often asked to check each other's work, such as in a Year 5/6 writing lesson on journalistic writing when pupils looked at each other's opening paragraphs and offered suggestions for improvement. The newly introduced self-evaluation sheets in the juniors on which pupils tick the boxes 'every time', 'sometimes' or 'most times' to statements like, "I have built up the suspense well and I did a good opening", help pupils to identify areas for improvement such as, "I need to start a new line when someone speaks". This understanding of what they do right and what they need to improve is clarified further in teachers' written comments, such as "Think of the techniques we have read and discussed". Teachers model good writing, making up class stories with the pupils, and their suggestions of alternative sentences that pupils might use in their writing, such as, "Try this instead – do you think it sounds better?", give pupils further ideas for improvement.
7. Lessons are fun. In the infant class, for example, good use of puppets holds pupils' attention well during carpet sessions, and the lively teaching style and adults' infectious sense of humour mean that pupils enjoy coming to school, learn effectively, and so do well. Rhyming words taught through 'rap' aroused pupils' interest and their enthusiasm for making up their own raps meant that they made good progress in an English lesson seen.
8. Teachers are very clear about what pupils are to learn by the end of lessons or a series of lessons and, because they share this with the pupils, work has purpose and teaching has direction. For example, in a Year 5/6 mathematics lesson, the teacher made it quite clear to pupils that "This is the first of a series of lessons on fractions ... it will last about a week ... by the end of the week, you will be able to ...". In addition, throughout the lessons, very precise questioning by the teachers probes pupils' understanding, and repetition of some questions encourages them to listen more precisely to the words the teachers have used and think about what is being said. "No, listen to what I asked" focuses pupils' minds and makes them think again.
9. The support for the least able pupils in the school, and especially those with special needs, is good. From an early age, pupils who are not attaining as well as they could are identified through effective assessment procedures and are given extra support. Very precise targets for learning, such as "Follow three instructions" and "Take an active part in a specific role in a playground game", means that teachers and support assistants are very clear about how they can help these pupils and what to give them to do to improve either their behaviour or their level of academic achievement. Consequently, these pupils learn well in lessons and over time and many of them attain the expected level by the end of the school.

Children get off to a good start during their first year in school.

10. The ten Reception aged children share a classroom with the infant pupils. Teaching takes good account of what these children already know, understand and can do when they start school, and builds their learning well during the first year. The teacher takes care to ensure that these children are fully involved in lessons by, for example, always sitting them at the front during the introductory sessions. At these times, additional support from the teacher or support assistants, as well as the provision of extra learning resources, makes sure these children are able to join in the older pupils' activities. For example, in a numeracy lesson, a 100 square was placed at the front so that the younger children could use it to help them to count along with their older classmates in ones, twos and tens.
11. In the mornings, the children are taught by a trained nursery nurse who gives them small-group support and, often, individual attention. This works well and means that children make good progress. In the afternoons, a pupil support assistant makes sure that the children know what they are doing.

12. Children maintain good interest in their work because of the variety of approaches used by the teacher and other adults. For example, finger puppets of 'Flea' and 'Hoot' capture the attention of these young children when, for example, counting on a number stick. Lots of practical work is set, such as threading beads to make patterns, with ample repetition in order to secure children's learning.
13. The teacher carefully prepares children's workbooks, giving them attractive covers and eye-catching titles such as 'Out and about with Samantha ...'. This results in children trying hard and taking good care to do their work neatly and accurately. Most children are likely to attain, and many are on course to exceed, the early learning goals by the end of the year. They already have a good understanding of letter sounds and most form their letters correctly and position them well on the page. They write simple sentences on their own, such as "I went to football", with spaces between words. They work confidently with numbers to ten and add two sets together. They make patterns using three different colours or shapes and match three-dimensional shapes correctly. They explore different materials and know which, for example, are suitable for rainy weather and cold days. They spot patterns in brickwork and leaded windows and show a good understanding of symmetry.
14. The classroom is organised well to take account of the needs of young children and to ensure that they receive an appropriate curriculum for their age. Activities are based on observation and exploration, before moving, when appropriate, onto more formal work. The room is large and incorporates an outdoor learning area, which is used well for more boisterous physical activities. Interesting things for the children to look at, touch and explore are put out including, for example, a display of 'winding' things like clocks and an egg whisk. Role-play areas, like 'Betty's Café', give children opportunities to talk with their classmates and to practise their reading and writing, for example, when ordering their food as a customer, or taking the order as a waiter or waitress. Words around the room help children with their writing skills and quality displays value children's work well, making them feel special.

Specialist teaching in music means that pupils' musical talents are developed well and many of them exceed the nationally expected level.

15. Pupils show great interest in their music work and learn well as a result. Many of the older pupils are enthusiastic instrumentalists, learning to play, for example, the violin, guitar, cornet, clarinet, saxophone or flute. The orchestra meets weekly and is supported well by the specialist teacher; it performs confidently to schoolmates during assemblies and to parents during special concerts. All pupils sing tunefully and with excellent tone and pitch. They show good awareness of the gradations of volume and high and low notes.
16. Good use of the national teaching guidelines by the music teacher means that pupils' musical skills and talents are built well as they move through the school. An appropriate breadth of experiences takes place through a range of musical activities including singing, composing, performing and listening. The younger pupils have a good sense of rhythm and pulse and play percussion instruments confidently, clearly enjoying the experience. They read symbols like 'Q' for 'quick' and 'S' for 'slow', to play class compositions together, sustaining their own part well.
17. The older pupils talk enthusiastically about their work in music, identifying their favourite instruments, such as the saxophone "Because it's jazzy!" They know the names of notes and how many beats each one represents. They make up their own compositions, using musical notation or symbols to write them down so that they can work on them again in the next lesson.
18. Teaching is very good. Lessons are fast moving. Control is good and pupils respond immediately to the teacher's requests to listen. This is due to effective plans that build pupils' learning systematically through a series of well thought out activities. Expectations are high and demands great. Good encouragement persuades pupils to have a go and the teacher's excellent subject knowledge means that explanations are clear and precise. Lessons are well organised and little time is wasted. The learning intentions are clear and a lot of work is done

and learnt in the half hour sessions. Pupils play confidently, following musical notation well to play, for example, tunes on the glockenspiels. They combine rhythm and melody well and maintain their parts successfully.

This is a very caring school. Pupils work hard to please their teachers because their achievements are celebrated. Consequently, pupils enjoy coming to school, take pride in what they do, and work extremely hard to succeed.

19. Pupils enjoy coming to this school, reflected in the above average attendance rates. They like the teachers, who make learning fun. For example, when pupils did not respond to the question "How can we work out which is bigger, a half or a third?", the teacher asked, with a hint of desperation in her voice and a pleading expression on her face, "Okay, between half and three eighths then?" This brought about spontaneous laughter, reflecting the very good relationships that exist between pupils and teachers.
20. Pupils' achievements are displayed colourfully around the school, and their successes are celebrated during Friday 'sharing assemblies' and the awarding of merit stickers. Consequently, pupils work hard and take pride in what they achieve. They present their work neatly and are proud of their workbooks, encouraged by the careful labelling of these by the teachers. Books pupils have made are placed in class libraries, such as the one in Year 3/4 about Hansel and Gretel, incorporating flaps revealing hidden 'treasures' and characters' bodies swivelling on split pins, making them enjoyable to read.
21. Teachers know the pupils well. The special needs co-ordinator knows all of those on the special needs register, for example, and talks knowledgeably about each one's needs. This model of caring is followed by the pupils who, in turn, help one another. The older pupils, for example, help the younger ones, serving them at lunchtime and helping them cut up their food.
22. Pupils are extremely polite and courteous towards each other. Relationships are based on trust and mutual respect and modelled on those between the adults in the school, who work together extremely well. A sense of belonging is promoted, through, for example, drawings of children around a cross on the school badge. Examples of respecting and caring for others are numerous, such as the head teacher's explanation in assembly of the nursery nurse's illness, and the way in which staff work together in the classrooms. Pupils' thoughts about how mum, dad and grandparents help them, such as "My mum is loving and caring" and "My dad is good at fixing things!", are displayed on classroom walls and talked about sensitively in class assemblies.
23. Pupils have a good awareness of how teachers expect them to behave, and respond well to this. They gain an awareness of how their actions affect others as, for example, when infant pupils were reading a book about 'sad days'. They considered a picture of someone spilling water on a classmate's painting by mistake and talked about how they might react in a similar situation, concluding that there is no need to retaliate; "Two wrongs don't make a right!" declared one youngster perceptively. Pupils of all ages learn to show empathy and are not afraid to show sadness when, for example, the Reception class hamster died and had to be buried.
24. Pupils learn to care about and for those less fortunate than themselves when, for example, supporting local and national charity appeals. They learn to appreciate the beauty of the world in which they live through their studies of their village, and reflect on how lucky they are. Circle times, during which pupils spend time sharing their thoughts with each other, successfully encourage pupils to listen and appreciate the beliefs and values of others.

The school is well led and managed. Staff work extremely well together; they identify what it is pupils do not know and make sure that gaps in learning are dealt with.

25. This is a small school and staff work extremely well together; they share a commitment and determination to provide the best education possible for the pupils in their care. They work tirelessly to improve provision and raise standards, ably supported by school governors, who show an interest in what is going on and keep a watchful eye on standards. Through their partnership with the literacy, numeracy and special needs co-ordinators in particular, they have a clear idea of what is going on.
26. Improvements are brought about rapidly and effectively. Money is spent well on sustaining high standards and financing developments. School development planning is very effective. Targets for improvement are specific and the school's progress towards them is measured through carefully thought out success criteria, sharply related to standards. The governing body compare their results with those of other schools in similar areas. They spend more money on staffing than many other schools do, but this has been deliberate, directed at those pupils in particular with special needs and attaining the lowest scores on the entrance tests. These pupils do well, indicating that the money is well spent.
27. High standards have been maintained over time and the rate of improvement has kept pace with the national trend. This is because staff constantly analyse pupils' learning and identify weaknesses that need remedying. For example, an analysis of the 1999 test results in mathematics showed that pupils' mental calculation skills were not as good as they should be. The school set about addressing this issue and in 2000, and again in 2001, standards rose.
28. Similarly last year, pupils did not do well enough in writing compared with their results in reading. Staff attended in-service training courses on how to teach writing more effectively and new resources were purchased. The school implemented a new writing scheme and introduced writing frames to help pupils to organise their stories and maintain the plot more successfully. Teacher modelling of good writing paid dividends and all of the Year 6 pupils are on course to attain the expected level in writing by the end of this year, and about half are on track to attain the higher level.

WHAT COULD BE IMPROVED

Standards in ICT are too low because of inadequate resources and ineffective teaching.

29. Standards in ICT are not high enough. Pupils have a poor understanding of the usefulness of computers to help them with their work. For example, they believe that it is easier to write stories by hand than it is to use the computer. Most of their experiences of word processing involve typing out their already edited work to "make it neater". Their typing skills are poor and this means that it takes a long time to do. Whilst they understand that functions such as 'delete', 'cut and paste', and 'spell check' are useful, they do not readily connect these with ease and speed of work. Their typed stories, for example, of the story of Poinsettia have many mistakes, such as spaces in the middle of words and capital letters in the wrong places.
30. Not enough time is allocated to teaching ICT, at best about half an hour a week. This is not long enough for pupils to learn, practise and consolidate new skills and means that sometimes pupils do not access the computers for several weeks. Whilst there is a scattering of ICT work around the school, pupils do not do enough. Too little use is made of computers, tape recorders, cameras and other ICT equipment to support work in other subjects such as art and music. Pupils have not yet experienced using e-mail and have only limited use of the Internet for research purposes. Their control experiences are confined to programming floor robots to move along a given route, and they have little opportunity to produce multi-media presentations.
31. The quality of teaching is unsatisfactory. Too little direct teaching goes on because teachers are not secure enough in their knowledge and understanding of ICT. Too often a small group of pupils are taught how to use a computer program, and these pupils then teach their classmates. This is unacceptable because it wastes pupils' valuable time. Records of what pupils can do lack sufficient detail to be of use and too little notice is taken of them to plan work.

Resources are inadequate. The school has ordered a digital camera and scanner, but these have been a long time coming. The computers in school are frequently in need of repair and only one can be used to access the Internet.

32. The school has identified ICT as a major area for development and staff are currently undergoing in-service training. However, there is a lot of work still to do to improve provision and raise standards to an acceptable level.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The school should now:

Raise standards in ICT throughout the school by:

- i) making sure teachers are confident and competent enough to teach all aspects of the ICT curriculum;
- ii) improving the quality and quantity of ICT equipment in school to include, for example, sufficient computers to give pupils satisfactory access, a digital camera and scanner, and control and modelling software.

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

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	5	3	0	0	0
Percentage	0	20	50	30	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)	66
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

YR-Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	13

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	11
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	11	11
Percentage of pupils at NC level 2 or above	School	91 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	12
Percentage of pupils at NC level 4 or above	School	83 (100)	83 (63)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	*	12
Percentage of pupils at NC level 4 or above	School	100 (88)	83 (75)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

* Because fewer than ten boys and fewer than ten girls took the tests in 2001 the numbers at each level are omitted from the tables in line with the governors reporting arrangements to parents.

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	56
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	19.4
Average class size	22.0

Education support staff: YR-Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	53

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.

Financial information

Financial year	2000/01
	£
Total income	175290
Total expenditure	169413
Expenditure per pupil	2201
Balance brought forward from previous year	17891
Balance carried forward to next year	23768

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	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	66
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2	0	0
My child is making good progress in school.	45	45	5	0	5
Behaviour in the school is good.	47	40	7	0	7
My child gets the right amount of work to do at home.	31	45	14	3	7
The teaching is good.	53	34	2	2	9
I am kept well informed about how my child is getting on.	41	48	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	28	5	0	0
The school expects my child to work hard and achieve his or her best.	52	45	0	0	3
The school works closely with parents.	45	34	17	0	3
The school is well led and managed.	43	40	9	0	9
The school is helping my child become mature and responsible.	53	41	3	0	2
The school provides an interesting range of activities outside lessons.	21	17	38	21	3