

INSPECTION REPORT

ST MERRYNS SCHOOL

St Merryn, Padstow

LEA area: Cornwall

Unique reference number: 111920

Headteacher: Mr Geoff Brown

Reporting inspector: Mr Graham R Sims
28899

Dates of inspection: 18th – 19th March 2002

Inspection number: 194770

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janet Prescott
Date of previous inspection:	3 rd June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of St Merryn, which lies between Padstow and Newquay. There are 96 pupils on roll between the ages of four and eleven, with slightly more boys than girls. It is much smaller than most primary schools. Most pupils come from the village and the surrounding rural areas, where socio-economic circumstances are generally well below average. Just over 12 per cent of the pupils are known to be eligible for free school meals, which is broadly average, but many families depend on seasonal employment and there is significant rural deprivation. No pupils come from ethnic minority backgrounds and none have English as an additional language. The percentage of pupils who join or leave the school, other than at the normal times of admission or transfer, is well above the national average. Around a third of the pupils have been identified as having special educational needs, and a fifth receive additional help from outside specialists. Eight pupils have statements of special educational needs. These proportions are well above the national average. The special needs cover a wide spectrum of learning, emotional and behavioural difficulties. Although most children have attended a local playgroup, their levels of attainment when they start school are generally well below average, particularly in the areas of literacy and numeracy. Since the last inspection, improvements have been made to the school's accommodation, including the refurbishment of the school hall, and the provision of two new classrooms and a new computer suite. Two of the school's four classes had a change of teacher in the September before the inspection.

HOW GOOD THE SCHOOL IS

St Merryn School is a good school, with some very good features. The school has improved markedly since the last inspection under the purposeful and successful leadership of the headteacher. Consistently good teaching enables pupils to make good progress throughout the school. Many children start school with skills that are well below average, particularly in literacy and numeracy, but achieve average standards in English and mathematics and well above average in science by the time they leave. It is a very friendly and caring school, which maintains very good links with the local community and the parents. Although its income, as a small school, is well above the national average, the school provides good value for money.

What the school does well

- The headteacher provides astute, purposeful and very good leadership.
- Good teaching enables pupils, and particularly those with special educational needs, to make good progress.
- The staff provide a very caring and nurturing environment, resulting in a friendly school and very good relationships.
- The school has made considerable progress in its provision for and the standards obtained in information and communication technology.

What could be improved

- The development of pupils' skills in English.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a very good degree of improvement since the last inspection, which took place in June 1997. The school responded well to its key issues. The school has not only tackled all of the identified weaknesses, but there has been, and still is, a clear commitment to further improvement. Significant improvements have been made to the school's accommodation and facilities, and these have enabled the school to fulfil the requirements of the National Curriculum with regard to the teaching of information and communication technology and physical education. Procedures for preparing and fulfilling pupils' individual education plans are now good. The youngest children have better opportunities and facilities for outdoor play. Health and safety concerns and issues relating to the way teachers manage pupils' behaviour have been addressed. The quality of the teaching has improved and identified weaknesses have been rectified. Academically, standards have risen much faster than in most schools, in recognition of which the school has received a School Achievement Award two years in a row.

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			similar schools	Key	
	all schools					
	1999	2000	2001	2001		
English	E	B	C	B	Very high	A*
Mathematics	E	C	C	B	Well above average	A
Science	C	C	A	A	Above average	B
					Average	C
					Below average	D
					Well below average	E
					Very low	E*

As with any small school, the school's National Curriculum test results fluctuate considerably but, over the last five years, the trend has been one of significant improvement at a much faster rate than the national trend. In 2001, the overall results at the end of Year 6 were similar to the national average, but were well above the average for schools in similar contexts. Boys and girls do equally well. Results at the end of Year 2 were below the national average in reading, very low in writing, but well above average in mathematics. The school keeps careful track of pupils' progress and sets itself appropriately challenging targets, which it is successful in meeting.

The attainment of many children when they join the school is well below average, particularly in English, where few children display any early literacy skills and many have difficulty in communicating. Standards in reading and writing by the end of Year 2 are the only areas in which the school's results have shown no improvement, and this reflects the difficulties many pupils experience in learning to read and write and the lack of support they experience at home in this area. Although the inspection findings show that standards in English are below average by the end of the Reception class and by the end of Year 2, considerable progress is made in helping pupils to communicate and to read. This lays important foundations for their writing which develop well as pupils move through the school, although standards are still below average by the end of Year 6. In reading, speaking and listening, pupils achieve average standards by the time they leave school. In mathematics, pupils in the current Year 2 are unlikely to achieve as well as the previous year group, but are nevertheless making good progress. Standards are average at the end of Year 2, as they are by the end of Year 6. Science is a particular strength, and pupils achieve standards which are well above average by the end of Year 6. Standards in information and communication technology are also improving rapidly now that pupils have regular access to the school's new computer suite. Pupils in Year 6, for example, were observed making very good progress in putting together *Powerpoint* presentations, and they are already moving beyond the expected level in some aspects of their work. The school is particularly successful in helping an above average proportion of pupils

with special educational needs to make good progress and to become integrated members of the school community.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to school and want to learn. They enjoy their lessons and participate enthusiastically, particularly when the teachers make learning fun, as is frequently the case.
Behaviour, in and out of classrooms	Good. The great majority of the pupils behave well, both within lessons and around the school. They are polite and friendly, and there is no evidence of disruptive, anti-social or oppressive behaviour of any kind. A small number of pupils show some inappropriate behaviour in lessons, but staff deal with them well, and other pupils have sufficient maturity not to be influenced.
Personal development and relationships	Good. The quality of relationships with the staff and amongst the pupils is very good. Pupils feel safe and well cared for and have a good sense of self-esteem. They carry out tasks responsibly, although more could be done to encourage pupils to use their initiative and to develop greater independence.
Attendance	Satisfactory. The level of attendance is just below the national average, due primarily to the large number of parents who depend on the seasonal tourist trade and who opt to take their holidays during term-time. Although understandable, such absences affect pupils' progress.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 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 overall quality of the teaching is good and, as a result, pupils make good progress in their learning. Some particularly good teaching was observed during the inspection in Years 5 and 6. All of the teachers demonstrate great commitment to their work and strive to create a high quality learning environment for the pupils. The school caters well for pupils of all abilities, and teachers plan well to take account of the differing needs of pupils in their mixed-age classes. More able pupils are provided with sufficient challenge to enable them to achieve above expectations in their National Curriculum tests, whilst lower attainers and pupils with special educational needs are given good quality support to help them make good progress towards the targets which are outlined in their individual education plans. The teaching of English and mathematics is good and pupils learn well in these subjects. Numeracy skills are developed soundly through aspects of work in other subjects. Although pupils are making good progress in English, more could be done to develop pupils' literacy skills through work undertaken in subjects other than English, by more helpful marking, by encouraging better presentation and by maximising the use of existing opportunities to develop pupils' speaking skills. The additional help provided through booster and additional support groups is proving effective. There has been a marked improvement in teachers' confidence in teaching information and communication technology, which is mirrored in the rapid progress pupils are making in this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum which meets the statutory requirements. Appropriate emphasis is given to teaching literacy and numeracy, and there is very good provision for teaching information and communication technology. The school provides a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is managed very well. The school draws up good individual education plans which meet pupils' needs and help them to make good progress. The school maintains very good relationships with outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school provides well for pupils' personal development and nurtures its youngest children particularly well. Good relationships are promoted throughout the school and teachers provide good role models. Involvement within the local community and opportunities for pupils to gain awareness of voluntary and humanitarian organisations are particularly good.
How well the school cares for its pupils	This is a very caring school, which has very good procedures to ensure pupils' welfare, health and safety. Teachers keep careful track of pupils' progress and know them very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. Astute awareness and quiet determination have enabled him to spot ways of improving the school's accommodation and have led to significant improvements in the quality of education provided. He is well supported by hard-working and loyal staff who fulfil their duties well.
How well the governors fulfil their responsibilities	The governing body is effective in fulfilling its responsibilities and provides very good support for the headteacher. The governors maintain effective oversight of the school's development and hold the school to account for what it achieves, whilst at the same time enabling the school to move forward with new initiatives.
The school's evaluation of its performance	The school evaluates its own performance very well. All aspects of the school are monitored and evaluated regularly and staff have a good awareness of the school's strengths and weaknesses. The effectiveness of the school's development planning is seen in the very good range of improvements since the last inspection.
The strategic use of resources	The school manages its finances very well indeed and pays very good attention to the principles of best value. It has achieved significant improvement to its accommodation and facilities in a very cost effective way. Administrative procedures are efficient. The school uses its resources well, and the new computer suite is being put to very good use.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ● Parents like the friendly, family ethos of the school and are pleased that their children enjoy school. ● The school is helping their children to make good progress and to become mature and responsible. ● The teaching is good and the school expects children to work hard. ● The school is very welcoming and it is very easy to approach staff with any concerns. ● The school provides an interesting range of activities outside lessons. ● The school is led and managed well. 	<p>Very few parents expressed any concerns. The few concerns mentioned, which were not substantiated by the great majority of parents, included:</p> <ul style="list-style-type: none"> ● Standards of behaviour ● The amount of homework ● Information about their children's progress ● The range of extra-curricular activities ● The way the school works with parents
<p><i>[The views of parents are based on those expressed by the 13 parents who attended the parents' meeting and the 43 parents (45%) who returned the parents' questionnaire, two of whom also added their own written comments]</i></p>	

The inspection findings endorse the very positive views of the great majority of parents and find little justification in the few concerns that were mentioned. Behaviour within the school is good, and frequently very good, although there is a very small number of pupils, generally those who have joined the school at a late stage, whose behaviour could be improved. Most parents feel that the school strikes the right balance with regard to homework, and the inspection team would endorse this view. The school provides a good range of extra-curricular activities for its size. The way the school works with parents is a particular strength. The school is welcoming and there is every opportunity for parents to meet staff informally at any time to discuss their children's progress. The school has sponsored some very good initiatives to involve parents more fully in their children's education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides astute, purposeful and very good leadership.

1. The previous inspection report, produced shortly after the current headteacher had been appointed, commented that St Merryn School was improving under the purposeful leadership of the headteacher, although some significant weaknesses remained. The school has continued to improve over the last four and a half years and is now a good school with some very good features. Committed governors and staff have worked hard to bring about improvements, but the very good leadership provided by the headteacher has been a crucial factor in transforming the school into one which is not only greatly valued by the parents, but which helps pupils to make good progress in their academic and personal development.
2. The headteacher demonstrates a determination to provide the best possible educational opportunities for all pupils, whatever their ability or need, and has a strong commitment to the principal of continual improvement. The effectiveness of his leadership is seen in the very good range of improvements which have occurred since the last inspection. The school responded very well to its previous key issues, tackling each of them successfully. Academically, standards have risen significantly over the last four years, in recognition of which the school has received a School Achievement Award two years in a row. Standards at the end of Year 6 have risen from well below the national average to average in English and mathematics as a result of the purposeful way the school has implemented the National Literacy and Numeracy Strategies and the improvements in teaching which have resulted. The school's results are now above the average for schools in similar contexts. In science, the improvement in standards has been meteoric.
3. The headteacher's determination to provide the best for the pupils is seen in the way he has worked hard to improve the school's facilities. His astute awareness and ability to spot opportunities, to negotiate well and to provide very good value for money have provided the school with two new classrooms, a refurbished hall, better play areas, improved school grounds, better office accommodation and an excellent information and communication technology suite. Plans are currently in hand to improve the school's library facilities. This major refurbishment of the premises has enabled the school not only to meet statutory requirements for physical education and information and communication technology, but has provided a much better environment for the pupils' learning. Excellent leadership is shown in the way the school manages its own resources, and seeks to provide the best value for money.
4. The headteacher ensures that what the school provides is monitored, both internally and externally, and evaluated regularly, and that careful track is kept of pupils' progress. Staff share lesson observations in order to evaluate and improve their teaching practice. External advisers are invited in to observe lessons and monitor the school's progress. Governors and staff conduct an annual school review. Procedures for managing the performance of both teaching and non-teaching staff are well embedded. Opinions and views are sought from all sections of the school community, and biennial questionnaires are completed by parents, staff and governors. A planned programme has been introduced to review all aspects of the curriculum and to ensure that each subject is reviewed on a regular basis. All sections of the school community contribute to the school development plan which provides an accurate evaluation of the school's own strengths and weaknesses and has proved to be very effective over the last few years.
5. The headteacher also provides very good leadership through his own personal qualities and example. Very good relationships are evident between the headteacher and staff, pupils and parents, which sets the right tone for all inter-personal relationships within the school. Parents

and governors speak of the helpful, sensitive and non-confrontational way in which difficult situations have been handled. His involvement within the local community and unassuming commitment to more global humanitarian causes extends the school's role into the wider community and provides an excellent role-model to the pupils with regard to their moral and social responsibilities.

Good teaching enables pupils, and particularly those with special educational needs, to make good progress.

6. The overall quality of the teaching is good. Almost all of the 17 lessons observed during the inspection were good, and three were very good. This represents significant progress since the last inspection when aspects of the teaching were considered to be unsatisfactory. Weaknesses relating to the lack of pace and challenge within lessons, the overuse of worksheets, the role of information and communication technology, the use of homework, the match of work to pupils' needs and the management of pupils' behaviour have all been rectified. Good quality teaching is helping pupils to learn well and is the most significant factor which has led to the improvement in academic standards.
7. Staff cater well for the widely differing needs of pupils throughout the school. All of the classes contain pupils from different year groups, and teachers differentiate work well to ensure that the needs of the youngest and oldest, the most and the least able, are catered for. Very good attention is given to pupils with special educational needs. The provision for these pupils is managed very well. Staff are fully aware of the targets in pupils' individual education plans and, together with the teaching assistants, provide very good support to help these pupils make good progress towards their targets. The support provided by teaching assistants is particularly valuable in this respect. The needs of gifted and talented pupils are identified and, where appropriate, they are provided with additional challenging work.
8. Lessons are well planned and well organised. In a good lesson for pupils in Years 1 and 2, for example, the teacher had not only planned a good variety of activities to reinforce pupils' understanding of life cycles, but had successfully linked the main learning activities with pupils' work in literacy, extending pupils' understanding of how to use non-fiction texts. A very good introductory session established pupils' knowledge and understanding of the life cycle of a frog, tying in with previous work on the life cycle of butterflies. A thoughtfully planned discussion, in which there were good, well-directed questions from the teacher, also provided good opportunities for pupils to develop their speaking and listening skills. The practical activity of observing live tadpoles in the school's pond motivated the pupils and consolidated their learning during the lesson, whilst important skills of working collaboratively were fostered through paired research work to answer questions which had been posed by pupils at the start of the lesson.
9. Teachers use resources well to deepen pupils' understanding. In a very good English lesson for pupils in Years 5 and 6, for example, the teacher was helping pupils to develop pupils' understanding and use of persuasive language. The teacher had provided a wide variety of advertising leaflets for pupils to examine in small groups in order to help them to identify features of persuasive writing. Carefully devised worksheets were provided to guide them through their activities, and guidance sheets indicating the features the teacher would be looking for helped the pupils to understand the most important features of persuasive writing. Examples of pieces of work produced by pupils in previous years were also used as exemplars to give pupils a clear understanding of what was required.
10. Teachers use good teaching methods which interest pupils and help them to concentrate. In a good mathematics lesson for pupils in Years 3 and 4, pupils were divided into pairs at the start of the lesson, given 12 counters and asked to investigate how many ways they could find to divide the counters into equal groups. This provided a useful introduction to the topic of fractions and pupils' understanding was then extended through other motivating activities, such as a variation on a game of bingo in which pupils had to identify partially shaded shapes according to the fractions which the teacher called out. Pupils were motivated by the

competition and learnt as they explored and discussed with each other as each fraction was called out. In a very good mathematics lesson in Years 5 and 6, pupils consolidated their ability to handle numbers through the use of challenging problems. They were asked, for example, to use different operations with the numbers 6, 7, 9, 21 and 39 to achieve a total of 162. Pupils showed through the way that they explained how they arrived at their solutions, that such activities are helping them to develop the ability to make quick calculations and develop dexterity in handling numbers. In a very good English lesson, pupils in the same class enjoyed questioning their teaching assistant who played the role of the dragon in the story of St George and the dragon. Her answers gave pupils an alternative viewpoint to that of St George, and helped pupils to consider the story from another angle.

11. The teachers manage pupils well, establishing an orderly atmosphere within the classroom and an environment in which pupils are keen to learn. Well thought out classroom routines, for example, help children in the Reception and Year 1 to become confident within the school setting and to know what is expected of them. The routines ensure that efficient use is made of the time available, whether it be tidying away at the end of an activity, or gathering together for a whole-class activity. Throughout the school, teachers relate very well to the pupils, dealing firmly but fairly with any inappropriate behaviour, but also ensuring plenty of enjoyment through good use of humour. The positive relationships between staff and pupils help to engender positive attitudes to work, so that pupils are keen to be involved, and participate well. In most lessons, pupils are attentive and listen well.

The staff provide a very caring and nurturing environment, resulting in a friendly school and very good relationships.

12. One of the aspects which parents value most about the school is its caring, friendly nature. One parent commented that the school is like a very happy family. They are pleased that their children enjoy school and that children from different age groups interact well with each other. Examples were given of older pupils spontaneously helping younger pupils and the fact that children who had moved to the school from other areas had settled very quickly. From their short time in the school, inspectors concur wholeheartedly with the positive views of the parents.
13. The leadership provided by the headteacher and the commitment of the staff ensure that there is a caring and nurturing environment, in which good relationships are of paramount importance. Parents are in no doubt that their children are taught at school to be caring and helpful. Staff exemplify such attitudes in the way they respond to both pupils and parents, their approachability and the willingness with which they offer help and assistance. Parents and pupils are aware that there is occasional poor behaviour, but all are confident in the staff's ability to deal with it in the right way, so that pupils' learning can continue without interruption.
14. Relationships throughout the school are very good. The staff treat pupils with respect and pupils have confidence in talking to and approaching the adults who work in the school. Pupils know that they can turn to them for help whenever needed. Relationships amongst the pupils are very good, as was observed on a number of occasions during the inspection as pupils worked together. Standards of behaviour, although occasionally boisterous, are good. In many lessons, the behaviour was very good as pupils involved themselves busily and enthusiastically in their tasks.
15. There is a strong culture of inclusion within the school. Pupils with special educational needs of varying severity are accepted as equal partners within the school community, and the way teachers provide for these pupils' needs not only provides other pupils with good examples of care and thoughtfulness, but helps to develop a spirit of tolerance and fair-mindedness. The mixing of older and younger pupils within the same class helps pupils to develop an understanding of the needs of others and the importance of being patient whilst other pupils' needs are being dealt with. Opportunities for pupils to interact with those from different year groups also foster positive relationships. For example, pupils in Year 6 have written stories for, and read to, pupils in Year 2.

16. The school promotes pupils' spiritual, moral, social and cultural development well. The school's prospectus emphasises the importance the school places on caring, courteous and sensible manners and the encouragement of a happy, family atmosphere within the school. Through involvement in charitable activities, such as fund-raising activities for various charities and the distribution of food parcels to elderly people, pupils are taught how to think of others who are less fortunate than they. The wider curriculum, with involvement of visitors to the school such as representatives of the emergency services and the local vicar, helps to prepare pupils for life not only in their own community, but in the wider world.

The school has made considerable progress in its provision for and the standards obtained in information and communication technology.

17. The school's provision for information and communication technology was poor at the time of the last inspection and pupils were making insufficient progress. Pupils are now making rapid progress because of the recent significant improvements in the school's provision for the subject.
18. The provision of additional classrooms freed space within the main school building for the installation of a new computer suite. Judicial budgeting and additional grants enabled the school to furnish and equip the room with up-to-date, well-specified computers. In-service training has improved teachers' confidence, and better planning has ensured more appropriate coverage of the curriculum. For the size of the school, the school's facilities are now excellent and afford the pupils plenty of opportunities not only to learn and practise new information technology skills, but also to use new technology to help them learn in other subjects.
19. Each class has timetabled sessions in the computer suite each week to learn new skills, and additional sessions as required in order to use appropriate programs for learning in other subjects. As a result, pupils' skills are improving rapidly. Pupils in the Reception and Year 1, for example, have already developed confidence in using the computers to run a variety of educational programs and show good levels of competence for their age. Pupils in Years 1 and 2 use a word processor competently, and know how to alter the appearance of their text and incorporate images into their writing. Pupils in Years 3 and 4 have produced book cover designs and some of the work is of very high quality and imaginative. In some aspects of their work, they are already beyond the level expected, as they are starting to use spreadsheets and databases to collect and represent data. Pupils in Years 5 and 6 produce different types of chart to compare temperature and rainfall in different parts of the world as they study contrasting localities in geography. They set out poems attractively and are currently learning how to produce short multimedia presentations in connection with their geography topic.
20. A significant factor in the recent progress which has been made is the part-time employment of an assistant, who manages all of the technical aspects of running the computer suite. She ensures that machines are working properly and provides additional training and expertise for staff. Her presence for many of the lessons alongside the class teacher also ensures that pupils receive a very good level of attention during their lessons and that expert advice is at hand when needed. Judicious use of other teaching assistants and good planning enable half a class at a time to use the computer suite, which maximises the progress pupils are able to make during their timetabled sessions.
21. The pupils have very positive attitudes towards the school's new facilities. In a good lesson for a group of pupils in Year 6, for example, the pupils learnt really well after a good introductory session as they were given the opportunity to experiment and discover new ways of producing pages for their multimedia presentation. They were thoroughly absorbed in what they were doing, were very motivated and were starting to produce some good quality work. It is evident from discussions with teachers and pupils that enormous progress has been made since the computer suite has been available.
22. The school consolidates its work with pupils by offering evening classes for parents which are

then followed by sessions for parents and their children after school. This working in partnership with parents is of benefit all round, as it raises parental awareness of what the school is trying to achieve, and provides further opportunities for pupils to consolidate their skills.

23. The room is well organised and offers useful facilities to the teachers. In one lesson, for example, the teacher was able to take control of each pupil's screen and run through a demonstration program so that pupils were aware of what they were required to do later in the lesson. There are good systems for storing pupils' work, both electronically and in files which are stored on shelves in the computer suite. The provision of the suite is also having an impact on other areas of the curriculum, as teachers start to use their own skills to produce new resources for teaching and for managing their lesson planning and administrative work more effectively.

WHAT COULD BE IMPROVED

The development of pupils' skills in English

24. The general level of literacy skills when children start school in the Reception is very low. Few children have had experiences with pencil, paper and books at home and, as a result, have very few early reading skills. Some children have real difficulty in speaking. The fact that pupils achieve standards which are close to the national average by the end of Year 6 is indicative of good, and for many pupils very good, progress as they move through the school.
25. Many aspects of the way English is taught have improved markedly since the last inspection. The National Literacy Strategy has had a significant impact on teaching methods. New initiatives, booster classes, greater involvement of teaching assistants and more thorough planning are all helping pupils to improve. Time is set aside every day for pupils to read, and there is an increasing use of drama with the older pupils. The school has also been involved in a pilot adult education project, which has proved to be very successful in helping parents to support the development of their children's English skills at home.
26. Despite the improvements, however, many pupils still struggle with English, and the quality of pupils' writing remains a weakness throughout the school. Few pupils master a really good range of vocabulary, and many struggle to write correctly using accurate spelling. The school has the further development of English as one of its main targets for improvement.
27. Although teachers always mark pupils' work, the quality of the marking is generally weak. The marking frequently only comprises ticks, with only the occasional correction of mistakes. As a result, many mistakes are perpetuated, and the good work which is evident in the literacy hours is not reinforced sufficiently well when pupils put pen to paper. Even where the quality of the marking is good, for example in Years 5 and 6, there are few occasions on which the pupils go back to correct their own work or to learn from the mistakes that have been made. The school needs to have a much more rigorous approach to marking pupils' work, by ensuring that pupils are always clear about how they could improve their writing and that pupils go back over their corrected work and learn from their mistakes.
28. Although teachers provide some good opportunities for pupils to produce written work for subjects other than English, more tasks and occasions could be used to develop pupils' writing skills. Quite a lot of tasks for the younger pupils, for example, involve cutting and sticking activities rather than written work. When written tasks are set, not enough guidance is given to help pupils improve the quality of their writing, and corrections generally only focus on the subject-specific content, rather than the correctness or appropriateness of pupils' written English.
29. Many pupils find it difficult to express themselves orally. Although some good opportunities were observed during the inspection for pupils to be involved in discussion, not enough is done to help pupils during such occasions to develop their oral abilities, by showing them how

they could improve the way they express their thoughts or modelling good answers.

30. Although some pupils have good handwriting and present their work well, the handwriting and presentation of many pupils are not as good as it should be. Greater attention to the quality of pupils' handwriting, the way they present their work and other details, such as consistently dating and heading their work, could help pupils to develop a more careful approach to their written work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to improve the quality of education provided and the standards pupils achieve, the governors, headteacher and staff should work together to:
- i. Improve pupils' skills in English by:
 - making better use of opportunities to develop pupils' writing skills through subjects other than English;
 - improving the quality of teachers' marking, so that pupils are always clear about how they could improve their work, and ensuring that pupils learn from their mistakes;
 - being more rigorous in the development of pupils' speaking skills;
 - setting higher expectations for the way pupils present their work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

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

16

[In addition to this figure, there were many informal discussions with staff, other adults and pupils]

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	13	1	0	0	0
Percentage	0	18	76	6	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 more than five percentage points.

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)	–	103
Number of full-time pupils eligible for free school meals	–	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	–	8
Number of pupils on the school's special educational needs register	–	29

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	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.5
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)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	–	–	–
	Girls	–	–	–
	Total	8	6	11
Percentage of pupils at NC level 2 or above	School	73 (83)	55 (83)	100 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	–	–	–
	Girls	–	–	–
	Total	6	11	11
Percentage of pupils at NC level 2 or above	School	55 (92)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Details of boys' and girls' results are not published separately when there are fewer than 10 boys or girls in the cohort.

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	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	–	–	–
	Girls	–	–	–
	Total	13	11	16
Percentage of pupils at NC level 4 or above	School	76 (92)	65 (77)	94 (92)
	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	11	16
Percentage of pupils at NC level 4 or above	School	71 (85)	65 (77)	94 (85)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Details of boys' and girls' results are not published separately when there are 10 or fewer boys or girls in the cohort.

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	94
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)	4.77
Number of pupils per qualified teacher	21.6
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	–
Number of pupils per qualified teacher	–

Total number of education support staff	–
Total aggregate hours worked per week	–

Number of pupils per FTE adult	–
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FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	253,338
Total expenditure	249,634
Expenditure per pupil	2,805
Balance brought forward from previous year	5,160
Balance carried forward to next year	8,864

Recruitment of teachers

Number of teachers who left the school during the last two years	3
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)	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	96
Number of questionnaires returned	43
Percentage of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	57	43	0	0	0
Behaviour in the school is good.	26	67	7	0	0
My child gets the right amount of work to do at home.	37	51	9	2	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	49	42	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	2	0	0
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	57	38	5	0	0
The school is well led and managed.	58	42	0	0	0
The school is helping my child become mature and responsible.	46	49	0	0	5
The school provides an interesting range of activities outside lessons.	60	33	7	0	0