

INSPECTION REPORT

EARL STERNDALE CE PRIMARY SCHOOL

Earl Sterndale, Buxton

LEA area: Derbyshire

Unique reference number: 112821

Headteacher: Mr Alan Kitchen

Reporting inspector: Mrs Mary Speakman
21581

Dates of inspection: 5th – 7th February 2001

Inspection number: 194988

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 Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Earl Sterndale Buxton Derbyshire
Postcode:	SK17 0BS
Telephone number:	01298 83263
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Barbara Cruse
Date of previous inspection:	3 rd - 7 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Earl Sterndale School is a Church of England voluntary controlled school in Earl Sterndale, a small village about five miles from Buxton, in the Derbyshire Peak District. Pupils come from the village of Earl Sterndale and the surrounding areas. All pupils are from a white ethnic background. There are 35 pupils on roll and this is nearly double the number on roll at the time of the last inspection. Pupils are taught in two classes by two full-time members of staff, one of whom is the headteacher, and a part-time teacher. There is a support assistant who divides her time between supporting pupils with special educational needs and the youngest children in the reception year. Three pupils are on the special educational needs register and this figure is well below the national average. One pupil has a statement of educational need and this, proportionally, is above the national average. There are no pupils in receipt of free school meals and this is very low compared to the national average. Pupils come from a wide variety of backgrounds and most have had some pre-school educational experience. When children enter school, there is a wide spread in their attainment although it is generally similar to others of their age.

HOW GOOD THE SCHOOL IS

This is a good school with a positive Christian ethos that is enabling all its pupils to become thoughtful and confident young citizens. Pupils enjoy coming to school, they work hard and, by the end of Key Stage 2, achieve high standards in many aspects of the curriculum, particularly in English and mathematics. The overall quality of teaching throughout the school is good. The headteacher combines his diverse roles most effectively, gives good quality leadership to the school and manages the school well. He is well supported by a committed staff and supportive governing body. The school gives good value for money.

What the school does well

- Many pupils achieve high standards in most aspects of English and mathematics at the end of Key Stages 1 and 2.
- The consistent and inclusive teaching style of all teachers gives careful attention to the learning needs of all pupils.
- The good quality of personal development, and the positive Christian ethos of the school, result s in rounded and mature pupils.
- Pupils have very positive attitudes towards school and there are very good relationships between pupils and between pupils and adults.

What could be improved

- The school development plan does not provide sufficient detail for governors to be able to monitor the effectiveness of school improvement closely.
- The limited range of resources hampers pupils' progress in information and communication technology and, therefore, standards are not high enough at the end of Key Stage 2.
- The school's efforts to provide a relevant curriculum for the youngest children are hindered by the cramped conditions in the classroom and the lack of full-time support staff.

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

The school was last inspected in March 1997. Since then, the school has made good progress in addressing the key issues from that inspection. Standards have improved in English and mathematics and been maintained in science. Standards in information and communication technology at Key Stage 2 are low in relation to the nationally expected standard. The quality of teachers' assessments of pupils' progress and attainment in English, mathematics and science has improved. There is now a systematic approach to testing pupils and analysing their written work at regular intervals. The progress pupils make is carefully recorded and the information is used to establish their individual academic targets. Teachers' weekly planning now identifies opportunities for evaluating how much the pupils have learnt and this information is then used in further planning. Since the last inspection, the school has devised schemes of work for all National Curriculum subjects and is currently revising them in the light of recent changes to the curriculum. The schemes of work and long-term planning for English, mathematics and science are sufficiently detailed and provide a good basis on which to plan the termly work programme. Schemes of work for other subjects are devised to ensure that pupils cover the content of the curriculum logically and do not repeat topics unnecessarily. However, these schemes do not give enough attention to ensuring that relevant skills

are taught in a reasonable order. The current governing body gives the headteacher a good measure of support and, since the last inspection has received training to help it fulfil its role more effectively. Governors' working parties have been established to consider aspects of the school's work. Governors are kept abreast of changes to the curriculum and have a clear understanding of the school's financial position. However, the lack of detail about the school's targets in the school development plan means that they are not able to monitor closely the success, or otherwise, of school development initiatives.

STANDARDS

Most children in the Foundation Stage¹ make satisfactory progress and achieve the Early Learning Goals² by the end of their year in reception. As pupils move through Key Stages 1 and 2, progress speeds up. Pupils achieve well in many aspects of the curriculum particularly in English, mathematics and history at both key stages, and art at Key Stage 2. Because the numbers of pupils taking the tests at the end of Key Stage 2 are so small, they are not published in this report. In 2000, some pupils in Year 6 exceeded their individual targets in English and mathematics. They have gained much from effective additional teaching in the 'booster classes'. All year groups in Key Stage 2 are benefiting from a more structured approach to the teaching of writing. The pupils currently in Year 6 have been set challenging targets for the 2001 tests. There is a good understanding on the part of teachers and pupils of the pupils' individual strengths and weaknesses and what they need to do to improve. The attainment of pupils currently in Years 2 and 6 are above national averages in English and mathematics, and in line with national averages in science. There is insufficient data to judge whether girls or boys are doing better in the National tests and tasks. There is no significant difference between the achievement of boys and girls in lessons. The provision for pupils with special educational needs is very good. Pupils' attainment in information and communication technology, at the end of Key Stage 2, is lower than it should be.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a considerable enthusiasm for school. They are very keen to learn and respond well to the challenges they are set.
Behaviour, in and out of classrooms.	Behaviour in and out of the classroom is very good. Pupils work and play together with a high level of consideration for each other's needs and views.
Personal development and relationships	Very good. Relationships between pupils and pupils and adults are very positive. As they become older, they learn to approach their studies with increasing independence. They grow in confidence and fulfil their roles and responsibilities within the school community effectively. In class and in the playground they look out for each other giving support when it is needed.
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

During the week of the inspection, teaching was good in 71 per cent of lessons (10 lessons) with the remainder being satisfactory. There was no unsatisfactory teaching seen. A particular feature of the teaching is the level of consistency in approach between the three teachers. This results from careful and joint curriculum and lesson planning. Activities are matched well to the wide range of abilities and ages within each class. Teachers plan interesting activities that make good use of resources and the local environment. Good use is made of targeted questioning to extend pupils' learning.

¹ The Foundation Stage applies to children from the age of three to the end of the reception year.

² The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

The teaching of the youngest children is satisfactory overall. Their needs are well provided for when the class is taught as a whole. However, sometimes, the lack of space, or available support assistant time, makes it difficult for the Foundation and Key Stage 1 teacher to provide appropriately for the youngest children when the class is required to work in groups or at practical activities. At both key stages, the skills of literacy and numeracy are taught well. Good use is made of literacy across many subjects, particularly science, history, geography and religious education. Pupils who have special educational needs are taught well. The visiting support teacher and support assistant work in close partnership with the class teachers to provide very effective support for the pupil with a statement of special educational needs.

Pupils' learning is good. They show a high level of interest in their work and concentrate for a good length of time making noticeable strides in acquiring new understanding and skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum provided for Key Stage 1 and 2 is broad and offers pupils a reasonable range of worthwhile opportunities. There is good quality provision for English, mathematics and science. The provision for information and communication technology is constrained by the limitations of the current resources. An appropriate curriculum for the Foundation Stage is in place but it is not always delivered effectively because of the constraints of lack of space and, at times, insufficient support for the class teacher.
Provision for pupils with special educational needs	Provision for special educational needs is good. The pupil with a special educational need statement is very well supported by an experienced assistant and staff from local authority support services.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, provision is good with that for moral and social development being very good.
How well the school cares for its pupils	There is a very high standard of informal care for all pupils. The monitoring of pupils' progress and attainment in the key subjects is thorough. There are satisfactory formal procedures in place for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the school and the school is managed well. He balances his roles as class teacher and school manager well. The staff work hard and fulfil their many and diverse roles well.
How well the governors fulfil their responsibilities	Satisfactory. Over recent years, the governing body has increased its understanding of the school's strengths and weaknesses. Its role in monitoring school improvement needs to be developed further.
The school's evaluation of its performance	Satisfactory. Pupils' progress is monitored closely, appropriate use being made of available data to evaluate their achievements. School development initiatives are realistic but the lack of specific time spans and success criteria means that their effectiveness cannot be monitored or evaluated closely enough. Teaching has been monitored from time to time but there is no formal programme for monitoring currently in place.
The strategic use of	Generally, imaginative use is made of very limited accommodation. Staff and time

resources	are used effectively but there is insufficient support available for the teaching of the youngest children. The school works hard to obtain best value in the acquisition and use of resources and services. The current deficit to the budget is reducing and there are strategies in place to ensure a reasonable balance is carried over to the next financial year.
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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 like school.• Their children make good progress at school.• Teaching is good.• The school helps their children become mature and responsible.	<ul style="list-style-type: none">• Some parents would like to be more informed about the progress their children make at school.• Some parents thought the school did not provide sufficient activities outside lessons.• Some parents thought that the school did not work closely enough with parents.

Overall, the parents are positive about the school. The inspectors agree with the positive comments made by the parents. Although there is no provision for after-hours clubs provided by the school, there are many instances of the curriculum being enhanced by additional activities. For example, visits to places of interest, a recorder group and visits from theatre groups. The information provided for parents is generally of a good quality. However, the inspectors agree that the annual reports to parents have insufficient detail about the progress their children are making, particularly in English and mathematics. The inspectors take the view that the school works very closely with parents. Before and during the inspection the team had many informal conversations with a wide range of parents who expressed positive comments about the school's provision and the standards achieved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Many pupils achieve high standards in most aspects of English and mathematics at both Key Stages 1 and 2.

1. Children enter into reception with a wide spread of abilities but, generally, they attain a standard that is typical for their age in all aspects of the curriculum. By the end of Key Stage 1, most pupils are achieving standards in English and mathematics that are higher than those usually seen. These high standards are maintained throughout Key Stage 2.
2. Pupils' speaking and listening skills develop well as they progress through the school. At Key Stage 1, most pupils display a good level of confidence when speaking in front of the whole class, being able to express their view, for example, on the quality of their weaving at the end of an art session and to say what it is about materials they have used that they particularly like, and why. When talking to inspectors, they answer confidently, giving reasons for their preferences about school. In a science lesson about suitable materials for building a house, pupils were able to draw on their general knowledge and in response to teachers' questioning suggest, in some detail, what were the most suitable materials to use for guttering. The youngest children benefited from listening to their older classmates and, although they were reticent during the whole-class discussion, they were later overheard in their small group discussing the suitability of the building materials for the house they were making from plastic construction materials. At Key Stage 2, younger pupils tend to be somewhat unforthcoming at the beginning of whole-class discussions but the interesting presentation and skilful questioning of the teachers involves them more fully so that, as the lesson moves on, they participate as much as their older classmates. Discussions within groups about their work are well reasoned. Pupils listen to each other's points of view, absorb new vocabulary quickly and use it giving clear, reasoned explanations. In a science lesson at Key Stage 2, for example, a pupil in Year 4 explained clearly the similarities between the function of a heart valve and a valve on a milking machine, using the appropriate vocabulary he had learnt earlier in the lesson and drawing on his own experience on the farm.
3. Standards in reading are high throughout the school. By the end of Key Stage 1, most pupils are able to read books of a reasonable level of difficulty fluently and with expression. They have acquired a wide range of strategies to help them understand unknown words. They are positive about reading and keen to discuss the text they are reading or to read their own work aloud to an audience. This good progress continues through Key Stage 2. Pupils read across a widening range of authors, they are able to discuss their reading preferences and apply the skills of personal study they have been taught during their literacy hour.
4. Pupils' writing develops satisfactorily as they move through Key Stage 1. By the age of seven, most pupils are able to write interesting stories, poems and descriptions. Work is usually correctly spelt and punctuated. Most pupils are beginning to use a wide range of vocabulary expressively. Handwriting, although legible, tends to be over large, and the over enthusiastic rubbing out of errors spoils the presentation of some pupils' work. At Key Stages 1 and 2, pupils have good opportunities to write in most subjects. At Key Stage 2, pupils achieve well in writing. As they move through the key stage, there are improvements in presentation of their work, the breadth of vocabulary and accuracy and use of punctuation. They understand the importance of drafting and redrafting their writing in order to improve it. Their work on the structure of sentences in the literacy hour is having a good impact on their use of language. By the time they are eleven, they are able to express themselves clearly and accurately, sometimes using quite complex and detailed sentences. In a writing lesson at Key Stage 2, pupils were required to devise a poem reflecting on favourite memories of early childhood. Initially, some pupils found this task quite demanding, but, with encouragement from the teacher and their own willingness to persevere, most were able to devise poems recalling a memorable episode. The poems written by the

higher-attaining and older pupils were very carefully structured; most pupils understood the use of alliteration and were able to use it to make an impact in their writing.

5. The younger pupils are developing confidence in handling numbers in practical situations such as weighing. By the end of Key Stage 1, pupils are developing a good range of strategies for calculation and problem solving. They identify patterns within number sequences. They are learning to use quick mental calculation methods, such as rounding up or down to the nearest ten when adding to two digit numbers. Some pupils multiply and divide three digit numbers by one digit numbers and understand place value to 1000. They weigh everyday objects with reasonable accuracy using metric measures. At Key Stage 2, pupils have a good range of strategies for calculation and problem solving. By the end of the key stage, pupils complete many basic calculations mentally. They usually recall multiplication facts up to 12 without the use of calculators. They have a good knowledge of area and shape and interpret the information given on block, line and scatter graphs.

The consistent and inclusive teaching style of all teachers gives careful attention to the learning needs of all pupils.

6. At the time of the last inspection, the quality of the teaching was judged to be good overall. This standard has been maintained and good teaching was, once again, seen in the majority of lessons, with there being no unsatisfactory teaching. There have been improvements since the last inspection in the quality of teachers' lessons planning. Lesson plans are now suitably detailed. Lesson objectives are carefully defined and teachers identify how they will assess pupils' progress and understanding against these objectives. This helps to guide further planning. At both key stages, pupils' work is carefully marked. At Key Stage 2, the teachers include suggestions for improvement and reminders about targets to be achieved. This is not always the case at Key Stage 1.
7. A particular strength of the teaching in this school is the consistency of approach between the three teachers. This is the result of regular and detailed planning as well as working together on revising the curriculum provision. Teachers make very good use of time. In most lessons, never a moment is wasted. They have wide range of strategies for ensuring that pupils are engaged and interested. For example, in a science lesson at Key Stage 2, about the heart as a pump, the teacher introduced a larger than life size three-dimensional model of a heart that opened up so the pupils could see, in lifelike detail, all the working parts of heart. This fascinated the pupils and made them very eager to learn more. High expectations are demonstrated in many lessons by the challenging work that is planned, by the teachers' use of quite complex language and ideas, and by the pace of teaching.
8. Teachers are very skilful at teaching a wide age range in each class. They are most adept at planning the content and activities of a lesson to ensure that pupils of all ages and abilities get maximum benefit from the lesson. Sometimes the activities vary from group to group. For example, during a mathematics lesson at Key Stage 2, all the class was studying area, but pupils undertook different mathematical tasks well matched to their varying levels of understanding. Sometimes, the task set is broadly similar for all pupils, for example in an art lesson when all pupils were required to design a poster in the style of those seen during World War 2; this also provided good links with the current history topic. However, the teacher monitored pupils' progress very carefully and provided additional support and teaching of painting skills where it was required. Older pupils are very willing to pass on their expertise wherever possible to their younger classmates. Teachers make very good use of targeted questioning to ensure that pupils of all ages and are involved in whole-class discussions and teaching.
9. The teaching of literacy and numeracy is effective. Teachers have good understanding of the requirements of both strategies. Lessons are planned in outline, over a term or half term, and then more detailed weekly plans are devised. These are adjusted, if necessary, to take account of the findings of on-going assessments and evaluations of the impact of the previous lessons. In literacy, good use is made of interesting children's literature as a basis for word and sentence

work, as well as providing a starting point for pupils' independent writing. In numeracy, at both key stages, there is a reasonable balance between mental mathematics activities and written problem solving. One feature of the organisation of numeracy is the opportunity given to one very capable pupil in Year 2 to join Key Stage 2 in their numeracy session. The benefits for all are considerable, extending the pupil's mathematical capabilities and providing challenge for the older pupils.

The good quality of personal development, and the positive Christian ethos of the school, results in rounded and mature pupils.

10. The school has a positive whole-school ethos that demonstrates a commitment to the inclusion of all pupils and to the achievement of high standards within a supportive environment. The school provides a caring atmosphere in which pupils and staff are all valued and work hard. Good relationships are conducted within an atmosphere of mutual respect.
11. The very good quality of the provision for pupils' social and moral development makes a considerable contribution towards promoting pupils' very good attitudes to school and to their learning, and underpins high standards of behaviour and relationships.
12. Attention to pupils' social and moral development starts from the earliest age. All staff provide positive role models for pupils, whom they treat with care and respect. Rules are simple and clear, well understood and supported by the pupils. Pupils are encouraged to show independence and initiative both in their approach to their work and around the school. Assemblies are used as opportunities to promote positive attitudes and relationships, as well as giving priority to considering the school's shared values. Pupils take a part in assemblies, composing prayers to be used, and bringing items to assembly to help illustrate the theme under consideration. The school raises pupils' awareness of the geographical and historical significance of their locality by making very full use of the local environment in the curriculum. Last year, the school took part in a local history project in which a visual record was made of local buildings.

Pupils have very positive attitudes towards school and there are very good relationships between pupils and between pupils and adults.

13. Pupils support each other well and work very co-operatively together when required to do so. They work well in a variety of groups. They tackle problems that arise with a will. For example, after a practical science lesson a pupil in Year 5 explained confidently the problems her group had when making a model simulating the function of a heart valve. She demonstrated with pride how they overcame their difficulties. In a Key Stage 2 art lesson, older boys gave their younger classmate careful guidance on how to mix his paint to get the particular shade of grey he needed.
14. In social settings, such as lunchtime, pupils relate very positively to each other and to adults. Pupils show very high levels of responsibility. The youngest pupils know they have a part to play in maintaining a civil and social lunchtime. For example, a very young pupil who spilled some sauce onto the table accidentally, immediately, and politely, requested a cloth and carefully wiped the table.
15. At playtime, the limited playground space and small games apparatus are shared amicably. Pupils organise interesting games sharing the bats, balls and ropes that are available for them. They clear up at the end of playtime and ensure the equipment is put away safely. Lessons are enjoyable and the broad curriculum provides many interesting activities. For example, when visiting the local church, during a history lesson, to observe at close quarters how the damage done to the church during World War 2 was made good. Further work in the classroom gave pupils opportunities to discuss and reflect on their findings.
16. There are positive relationships between pupils and the adults with whom they work. Lessons are conducted within an atmosphere of mutual respect. Pupils' opinions and ideas are listened to

carefully by teachers and other pupils. Pupils listen very attentively to what their teachers have to say. In a writing lesson, for instance, after hearing R L Stevenson's poem, 'To any reader', a thoughtful discussion about the poem developed. The teacher's careful questioning to promote this discussion ensured that all pupils, including those with special educational needs, were fully involved. The questioning was carefully targeted at different age groups. Although many of the pupils were quiet in their response, the teachers' skilful questioning and inclusion of all the pupils overcame their reticence. They understood and appreciated that the poem was about childhood memories, explaining the metaphor 'windows in the mind'. The teacher ensured that pupils had the time to tease out and discuss the main idea of the poem before moving on to the written task.

WHAT COULD BE IMPROVED

The school development plan does not provide sufficient detail for governors to be able to monitor the pace of school improvement closely.

17. Since the last inspection the governing body has developed its role in the management and oversight of the school. However, because the current school development plan lacks necessary detail they are not in position to judge or measure the extent of the school's success in fulfilling its development targets.
18. In the development plan, the headteacher has identified areas for improvement under their appropriate headings, such as curriculum, staffing and personnel. However, the plan lacks specific detail about the actions to be taken. The time spans for the accomplishment of various initiatives are very vague, and the school has not identified how it will judge whether it has been successful or who is responsible for monitoring its success.
19. There is a parallel document that shows how grants made available to the school will be spent to aid school improvement but the detail between the two documents is not easy to match up.
20. These documents do not make an effective tool for the monitoring and evaluation of school improvement by either the governing body or the staff.

The limited range of resources hampers pupils' progress in information and communication technology, therefore, standards are not high enough at the end of Key Stage 2.

21. Standards in information and communication technology are below national expectations at the end of Key Stage 2. It is not possible to make direct comparisons with standards at the time of the last inspection because the requirements of the National Curriculum for this subject have changed somewhat and, at the time of the last inspection, there were no pupils in Year 6.
22. The information and communication technology co-ordinator is currently developing a policy and scheme of work based on nationally published guidelines. Teachers have at least a reasonable level of expertise in this subject and, during the one lesson of information and communication technology observed during the inspection, pupils made satisfactory progress and reached reasonable standards in the aspect of word-processing they were learning about. Discussions with older pupils at Key Stage 2 indicated that they have a general understanding about the potential of information and communication technology and, for example, have used a digital camera on school trips and downloaded the images onto the computer. However, there are gaps in their skills, which will only be closed by regular use of hardware and software; for example, they know how to save onto the hard disk of a computer but not onto a floppy disk. It is difficult for the school to establish a regular routine of information and communication technology work with the pupils because there have been problems with the reliability of crucial hardware and software, and because the school lacks sufficient equipment to teach important aspects of the curriculum.
23. Pupils have insufficient experience in using computer programs to enter, sort, classify and analyse their findings. There are, currently, no opportunities for pupils to monitor external events,

such as temperature. The range of software to support other subjects across the curriculum is limited.

The school's efforts to provide a relevant curriculum for the youngest children are hindered by the cramped conditions in the classroom and the lack of full-time support staff.

24. As at the time of the last inspection, the teachers make the best use they can of the limited accommodation. There have been some improvements to the accommodation since the last inspection in that indoor toilets have been provided for the pupils. However, the size of the Key Stage 1 classroom, and the need to provide for two key stages within one classroom, makes it very difficult for the teacher to fulfil all the requirements of the Foundation Stage curriculum. This is particularly the case when the teacher has no additional support within the classroom and pupils are undertaking a variety of tasks. When teaching the class as a whole group, elements of the lesson are targeted effectively at the youngest children. For example, in a lesson about building materials, the teacher had samples of rocks and fossils for the youngest children to handle so they could feel the roughness and toughness of the stone used to build local houses. The teacher's lesson planning identifies appropriate activities for the youngest children. These activities match with the theme that is being covered by the pupils at Key Stage 1. The teacher makes good use of additional support when it is available and the youngest children benefit greatly from this.
25. The classroom is small and it contains a considerable amount of furniture and storage shelving, so, there is no room for a specific role-play area or work area for these children. When undertaking practical activities, such as working with large construction materials, they have to find a small space in a corner of the classroom. When additional support is available, good use is made of the small work area adjacent to the classroom to give children a chance to concentrate on their activities without interruption, for example, when singing number songs and playing counting games.
26. The limitations of this small classroom have been noted in earlier inspection reports.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and governing body should now:

- Ensure that the school development document provides sufficient information about time spans, success criteria, resources, and responsibility, to be a useful tool for judging the pace of school improvement. *(Paragraphs 17 - 20)*
- Raise standards in information and communication technology at Key Stage 2 by:
 - continuing to develop and up date the school's scheme of work;
 - taking steps to ensure the reliability of the available equipment;
 - reviewing the need for additional equipment.*(Paragraphs 21 – 23)*
- Improve the quality of provision for children in the Foundation Stage by:
 - seeking to provide additional classroom assistance for the class teacher;
 - continuing to evaluate how best to use the limited available space.*(Paragraphs 24 – 26)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

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

18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	71	29	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	3
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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.1

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

The usual table showing the test results for 7-year-olds has been omitted because there were too few pupils in the year group.

Attainment at the end of Key Stage 2

The usual table showing the test results for 11-year-olds has been omitted because there were too few pupils in the year group.

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	100
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)	2.2
Number of pupils per qualified teacher	15.0
Average class size	16.5

Education support staff: YR– Y6

Total number of education support staff	1.0
Total aggregate hours worked per week	15

FTE means full-time equivalent.

Financial information

Financial year	1999/00
	£
Total income	103,316
Total expenditure	104,710
Expenditure per pupil	3,378
Balance brought forward from previous year	-75
Balance carried forward to next year	-1,469

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	33
Number of questionnaires returned	26
Percentage of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	88	31	0	0	0
My child gets the right amount of work to do at home.	69	27	0	4	0
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	42	38	15	0	4
I would feel comfortable about approaching the school with questions or a problem.	69	31	4	0	0
The school expects my child to work hard and achieve his or her best.	65	31	4	0	0
The school works closely with parents.	54	31	15	0	0
The school is well led and managed.	77	12	12	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	27	15	27	23	8