

INSPECTION REPORT

QUETHIOCK CHURCH OF ENGLAND PRIMARY SCHOOL

Quethiock

LEA area: Cornwall

Unique reference number: 112028

Headteacher: Mr M Dearden

Reporting inspector: Mr C Warner
20935

Dates of inspection: 19 - 20 November 2001

Inspection number: 195242

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: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Quethiock C of E School
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Liskeard
Cornwall

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Appropriate authority: The governing body

Name of chair of governors: Mr I S Baxter

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Quethiock C of E Primary School serves the village of Quethiock and its surrounding communities. Although the total of 94 on roll is well below the average size for primary schools nationally, it is more than at the time of the last inspection, when there were 82 pupils. A new, fourth class was created in September 2000. The school roll is expected to continue to grow and a new classroom is to be built. Most of the pupils travel to the school from outside the village, including several from nearby towns. The children come from a wide range of social backgrounds. About 10 per cent of them are entitled to a free school meal, which is below average for primary schools nationally but more than at the last inspection. There are more girls than boys in the school. The 15 per cent of pupils on the special needs register is an increase on the last inspection, though the number varies a lot between year groups. Two pupils have statements of special educational need. The attainment of reception children on entry to the school is broadly typical of that found nationally. In the past year, several children have joined Quethiock from other schools, particularly into Key Stage 2. A high proportion of these new pupils are on the special needs register. There are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Quethiock is a very effective school with many strengths and no major weaknesses. The overall quality of teaching is very good and pupils enjoy learning. They work hard and want to do well. By the time they leave the school, pupils achieve high standards in English, mathematics and science. The new head works well with a very supportive staff and governing body. There is a strong sense of teamwork among all members of the school community. Relationships are outstanding. Parents are supportive of what the school is doing for their children. Given the high standards achieved by pupils, the very good quality of teaching, and the average expenditure per pupil, the school gives very good value for money.

WHAT THE SCHOOL DOES WELL

- By the age of 11, standards in English, mathematics and science are above average.
- The high standard of teaching makes a significant contribution to pupils' learning and to the good progress they make.
- The new head is strongly supported by all staff and the governing body. Together they have made an excellent start to building on the school's many existing strengths.
- Pupils' very good behaviour, positive attitudes and excellent relationships result from the school's strong provision for personal development.

WHAT COULD BE IMPROVED

- Opportunities for pupils to extend and apply their experience in all aspects of information and communication technology (ICT).
- Opportunities for pupils to write at length and in subjects other than English in Key Stage 1, and standards of handwriting throughout the school.
- Guidance for parents on how they can further support their children's learning.
- The role played by co-ordinators in monitoring, evaluating and promoting the development of their subjects.
- Children's access to a designated outside area for them to extend their learning in the Foundation Stage.

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, when it was judged to have many strengths. All the key issues for improvement noted in the last report have been tackled successfully. The school has maintained its high standards in national tests. It has introduced effective monitoring procedures which enable the head, governors and staff to track how well pupils are getting on. Tracking is proving to be useful in setting targets for improvement. The school is well placed to respond to the increasingly wide range of ability and to ensure that individual pupils continue to make good progress. The quality of teaching has improved; as in the last inspection, there is no unsatisfactory teaching, and a much higher percentage of teaching is very good and excellent.

STANDARDS

The table below 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			
	all schools			similar schools
	1999	2000	2001	
English	A	A*	A	A
mathematics	A*	A	A*	A*
Science	A*	B	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The results of the 2001 national tests for 11 year olds show that the pupils' achievement in mathematics was well above the national average, and in the top 5 per cent of schools nationally. When compared with those of similar schools, the results were also well above average and in the top 5 per cent nationally. In English and science, the results were well above average nationally and when compared with those of similar schools. Overall, the results were well above average in all three subjects when compared with those schools whose pupils achieved similar scores in the national tests at Key Stage 1 in 1997. Results in recent years have been consistently high. The school sets realistic, but challenging targets for the pupils in English and mathematics, which results in their achieving high standards.

The 2001 national test results for seven year olds were above average in mathematics and average in reading, writing and science. The group included a high proportion of pupils with special needs who, nonetheless, have made good progress since starting school.

Pupils of all abilities make good progress, because they enjoy school, are encouraged to do their best and benefit from effective teaching. Most of the children in the Foundation Stage reach the early learning goals set out for their age, although their progress is hampered because they do not have access to an outdoor area to extend their learning to the full. Pupils with special educational needs make good progress because teaching assistants work closely with them, ensuring that they are fully involved in the lessons. Standards of speaking and listening are very high because there are very good opportunities for pupils to think and talk about what they are doing. Throughout the school, standards of handwriting are inconsistent.

The inspection found that while the standards achieved by 11 year olds are not as high as those in previous year groups they are nevertheless above average. The difference in standards between year groups reflects the difference in the pupils' prior attainment. Pupils make particularly good progress in Key Stage 2 because the quality of teaching is very good.

The findings show that seven year olds achieve above average standards in mathematics and reading, and average in writing. Although they use punctuation marks correctly in their writing, their composition skills are not so good.

Although standards in ICT have improved to a satisfactory level, pupils are not doing as well in ICT as they are in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils work hard and enjoy their lessons.
Behaviour, in and out of classrooms	The pupils' behaviour is very good in lessons and at other times. They are friendly and polite and become increasingly responsible for their own behaviour as they get older.
Personal development and relationships	Very good. The pupils develop independence and confidence. They persevere with their work and approach problem solving with enthusiasm and creativity. The high expectations of staff ensure that the pupils are attentive and involved in their work. There are particularly good opportunities for the pupils to join in discussions. By the age of 11, pupils work well in groups and on their own. Their enthusiasm for school is reflected in the above average attendance and prompt start to lessons. Relationships throughout the school are excellent.
Attendance	Very good. There is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Very good	Good	Very 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 high standard of teaching enables pupils to make good progress. The quality of teaching was at least satisfactory in all of the 16 lessons seen. Teaching has improved on the good quality noted in the last inspection, because more of the lessons are of a very high standard. Over 80 per cent of lessons seen were very good or excellent. There were examples of very good teaching in every class. The quality of teaching is particularly high in the Foundation Stage (under the age of five) and in Key Stage 2 (Years 3 to 6). The quality of teaching in English and mathematics is very good. Teaching assistants work with individuals and groups of children to ensure that they make the progress expected of them. Lessons are planned in a clear and purposeful way so that the teachers and teaching assistants know what to do to help the pupils achieve their targets. Even the youngest pupils are made aware of what the lesson is about and what they are hoping to learn. As a result of being involved in the lesson, the pupils work hard and want to do well. A feature of many of the most effective lessons is the skilled way in which teachers adapt their explanations and questioning to meet the pupils' different needs. All the teaching seen was underpinned by excellent relationships between the teachers, their assistants, and the pupils. Pupils of all abilities feel encouraged to think and talk about their ideas and work. This gives them the confidence to reach out in their learning, and to learn from their mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and reflects the needs and abilities of all pupils. Although the curriculum for ICT is sound, pupils do not have enough opportunities to develop and use their skills and achieve the standards they do in other subjects. The quality and range of experiences for children in the Foundation Stage are limited because there is no designated outdoor area for learning.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The effective support of individuals and groups, both in and out of class, helps them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is very good and is a strength of the school. Pupils are encouraged to take their learning seriously and to do their best. They develop a strong sense of respect and responsibility because the curriculum and everyday life of the school encourages them to do so.
How well the school cares for its pupils	The staff know and care for the pupils very well. Secure procedures are in place to ensure their welfare, health and safety. Pupils' academic and personal development is monitored closely to ensure appropriate support and their good progress.

The curriculum is well planned and supports the school's aim to meet the increasingly wide range of ability. There are practical and first-hand activities that enable the pupils to experience the full range of academic, personal, social and physical development. A good range of extra curricular activities supports pupils' learning, although there is scope for visits and visitors to make a more prominent contribution. Until a new classroom is built, the school hall serves as a temporary classroom for pupils in Year 5 and 6. This restricts opportunities for some aspects of the curriculum, such as drama and dance. Good use is made of school assemblies to evoke thoughtful discussions and to share successes in pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	In a short time, the new head has developed an excellent working relationship with pupils, staff, governors and parents. There is a very clear vision for the school's continued development. Staff carry out their management roles effectively and are clear about the developments needed and how to achieve them.
How well the governors fulfil their responsibilities	The governors carry out their duties with good effect. The governors and staff work closely to identify areas for further development. These include improvements to the school building and site. The school has maintained its high standards, made a convincing start to evaluate the quality of its provision, and is clear about its future. A good start has been made to refining governors' role in monitoring and evaluating the work of the school so as to focus on the school's priorities for development.
The school's evaluation of its performance	There is a strong commitment to maintaining high expectations and standards. Good use is made of information to evaluate how well the school is doing, and how well individual pupils are getting on. A start has been made to using the findings to set individual targets for improvement.
The strategic use of resources	Good use is made of most resources, although recently acquired resources for ICT are not yet fully used. Decisions about spending are carefully considered and based on a very good assessment of the needs of the school. Best value principles are applied, albeit informally.

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 coming to school. • The pupils make good progress. • The quality of teaching is good. • Pupils are well behaved. • Teachers have high expectations. • The school is well led and managed. 	<ul style="list-style-type: none"> • Several parents would like to be better informed about the school's curriculum and of possible ways that they can further support their children's learning.

The inspection team agree with the positive comments made by parents. The team agree that there is scope for improved communication on matters of the curriculum and parents' role in their children's learning. The school is aware of this, and is currently planning its response.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By age 11, standards in English, mathematics and science are above average.

1. The attainment of children on entry to the school is broadly average. By the age of 11, they achieve above average standards. Pupils of all abilities make good progress because they enjoy school, are encouraged to do their best, and benefit from effective teaching.
2. In recent years, results in national tests at the end of Key Stage 2 have been consistently very high. The results achieved by 11 year olds in 2001 were well above the national average and the average for similar schools. In English, mathematics and science, the percentage of pupils achieving the expected Level 4, and the higher Level 5, was well above the national average. Pupils make particularly good progress in Key Stage 2 because the quality of teaching is very good. The school's results in all three subjects compared very favourably with those of schools whose pupils achieved similar results at Key Stage 1 in 1997.
3. The inspection found that although the standards achieved by pupils in the current Year 6 are not as high as those in previous year groups they are nevertheless above average. The difference in standards between year groups reflects the difference in the pupils' prior attainment. Up to a quarter of all pupils moved into Quethiock School other than at the usual starting time. Many of these new pupils moved into Key Stage 2. A high proportion of them have special educational needs and this affects the overall standards achieved by different year groups. However, a close analysis of individual records shows that pupils of all abilities make good progress, from whatever time they started in the school.
4. Standards of speaking and listening are very high because there are very good opportunities for pupils to think and talk about what they are doing. Children of all ages contribute to the babble of conversations on each table during lunchtimes. In the reception class, children in the 'Autumn Café' ask and answer questions, give instructions and chat away in the character of the waiter or customer. Pupils in Year 2 sit in front of the class and enthusiastically talk over their ideas for a fairy tale. Eleven year olds are keen to discuss their work and life at school, with each other and with adults. They are interested in what others have to say, and take this into account before making a response. Pupils' well developed skills in speaking and listening underpin their progress in other areas of learning.
5. By the age of 11, pupils read with interest, fluency and understanding. They eagerly talk about different stories and authors from among the recently acquired selection of new books. By extending pupils' choice of reading material to include a wide range of literature, non-fiction and non-literary texts, teachers help pupils to understand, analyse and discuss their reading in ever greater depth.
6. The standards of writing achieved by 11 year olds are above those found nationally. Pupils have a good knowledge of grammar and punctuation. They can write sustained stories with good attention to the characters and plot. Higher attaining pupils write with expression and considerable empathy from the point of view of a working child in Victorian times. Pupils make particularly good progress in Key Stage 2 because there are good opportunities for writing at length and in subjects other than English.

7. In mathematics, seven and eleven year olds achieve standards that are above those found nationally. Children in the Reception Class get off to a good start because they are encouraged to talk and think 'mathematically' as part of everyday activities, such as paying for orders, and counting out change in the café. The Numeracy Strategy is proving increasingly effective in helping teachers to meet the often diverse needs of pupils in their class. A heightened emphasis on number activities helps pupils to make mental calculations with speed and accuracy. Pupils in Key Stage 2 get on particularly well because they are in small groups and the work they do is matched well to their ability and needs. The recent focus on developing the range of methods by which pupils tackle problems is helping them to be more accurate in their calculations, and to understand the relationship between number operations.

8. An emphasis on practical and experimental work contributes to the high standards in science among seven and eleven year olds alike. The attention given to first-hand experiences in the Reception Class stimulates the children's interest, and they show a high level of curiosity. They are encouraged to try out new ideas, and this helps them to think and talk about why things happen and how things work. The emphasis on scientific enquiry continues throughout the school and contributes to pupils' good level of understanding of scientific concepts. Eleven year olds have a very good knowledge of the human body and can communicate their ideas clearly and accurately. Recent improvements in the opportunities for ICT are reflected in pupils' growing ability to represent their findings in various ways.

The high standards of teaching make a significant contribution to pupils' learning and to the good progress they make.

9. A major reason why 11 year olds achieve high standards is because of the very good quality of teaching, overall. The inspection found that teaching has improved on the already good standards found at the last OFSTED inspection. Of the 16 lessons seen, all were at least satisfactory. About 6 per cent of teaching was satisfactory, 12 per cent good, 63 per cent very good and 19 per cent excellent. There were examples of very good teaching in each class, and of excellent teaching in the Foundation Stage and in Years 5 and 6.

10. Teaching in the Reception Class for children in the Foundation Stage is very good. The teacher and teaching assistant work well together and are consistent in what they expect of the children. Through observations and discussions, they get to know the children's interests, achievements and possible difficulties in learning. They use these insights to plan the next steps in learning. The planning is effective because it helps the adults to know what their role is in any particular activity. This means that staff know when to intervene and when to hold back in the children's learning; for example, the teacher joined in the children's role-play in the café, asking questions and making an occasional suggestion to get them to think and talk. Because the adults are friendly and optimistic, the children feel well supported, and also encouraged to try new things.

11. Teaching in English and mathematics is very good. For example, pupils in Year 1 and 2 were enthralled in hearing each other's ideas for a story and could hardly wait to start writing fairy tales of their own. The teacher's enthusiasm was reflected in the pupils' hard work and in the creativeness of their writing. She skilfully reminded them to be aware of characters, place and plot. This helped the pupils to think about the build up of their stories and the language they should use. Here, as in lessons in other classes, the teacher was clear about what she intended pupils to gain from the lesson; there was a brisk pace and a sense of purpose.

12. In a Year 5 and 6 lesson in mathematics, pupils of all abilities felt involved because their contributions were welcomed and the teacher was particularly skilful in asking questions. Often, to press a point home or to give particular pupils a chance to think, the teacher would repeat or rephrase a question. This inclusive approach was a feature of teaching in nearly all lessons in English and mathematics, and it goes a long way to explain why pupils make sense of their learning. The active involvement of pupils in their learning, particularly as they get older, leads to the increasing independence they take for their own learning.

13. The teachers have a very good grasp of the subjects they have to teach. They are confident in their approach to the lesson and in their expectations of what the pupils can achieve. Work is matched well to the range of abilities within the class because the teacher has assessed and taken into account what pupils know, can do and understand. The emphasis on the development of basic skills is not at the expense of getting pupils to think and talk about their learning. Indeed, a strength of the school lies in pupils' ability to communicate their ideas.

14. At the heart of the high quality of teaching lies the excellent relationships fostered by the class teachers and supported well by their assistants. They have consistent and fair expectations of how pupils should behave. This helps pupils, including those with learning difficulties, to develop positive attitudes. Pupils apply themselves well and try hard to overcome difficulties. Good behaviour, achievement and effort are recognised with fair praise and encouragement. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile.

The new head is strongly supported by all the staff and the governing body. Together, they have made an excellent start to building on the school's many existing strengths.

15. The last inspection noted the strong leadership and management of the school and the high standards achieved by pupils. In the very short time since taking up his post, the new head has gained the overwhelming respect of all sections of the school's community. He successfully works with governors, staff and pupils in identifying the right issues for further improvement. There is a clearly understood vision of what the school should be and what needs be done to achieve it. Parents are pleased with the way the school is developing, particularly the determined way it is setting out to meet the increasingly diverse needs of the children, and its efforts to help parents to be more involved in their children's learning.

16. The very strong sense of working together as a team was admirably reflected in the way the governing body involved pupils in the selection process for the new head. Members of the school council consulted other pupils in each class before thinking up and asking each candidate questions. There are many other ways in which people work together in the interests of the school, for example governors and parents organising fund-raising events, and non-teaching staff supporting teachers in classrooms and with the management of subjects. The strong sense of working as a team reflects a school community that wants to succeed and to do all it can for the children. Expectations are high, both for staff and pupils, and there is a very positive climate for learning.

17. The governors carry out their duties with good effect. They know the school because they are frequent visitors and receive a good flow of information from the head. They are fully involved in setting the priorities for development and in decision-making. Their forward-thinking approach is seen in the bold move to build a fourth classroom, and in plans to significantly improve the library and facilities for ICT. A particular strength is the governors' open relationship with parents and staff, which helps them to understand the school's needs as well as its successes. Governors are keen to be more focused in their monitoring and

evaluation of the school's work, and have planned a training day in the coming term to help them achieve this.

18. A lot has been done to develop teachers' management roles for special educational needs and for subjects of the curriculum. All the areas are effectively managed, and the co-ordinators provide each other with a good level of support in various aspects, such as planning and using resources. The action plans for developing each area are relevant, clear and understood by colleagues. In the current term, the new head is sensibly making a priority of getting to know about the work of teachers and their pupils. This approach is helping the staff to evaluate their own work in relation to standards achieved by the pupils, and to think about areas that can be improved. Effective management by staff is promoting higher standards for all pupils, including those with special educational needs.

19. Important school developments are supported well by an effective programme of professional development, including opportunities for the teaching assistants to enhance their skills. The school is well placed for further improvement. It has maintained its high standards, made a convincing start to evaluate the quality of its provision, and is clear about its future.

Pupils' very good behaviour, positive attitudes and excellent relationships result from the school's strong provision for personal development.

20. The school has a very positive ethos for learning. It promotes pupils' personal and social development through its planned policies and procedures, and through the high quality of teaching and the commitment of the staff.

21. Pupils of all ages enjoy being at school and are keen to learn. They have a strong sense of belonging because they are encouraged to do their best and are supported well. Behaviour in and around the school is very good. The strong relationships between pupils mirror the way staff work and get on as a team. Boys and girls, and older and younger children, play and work happily together.

22. Children in the Reception Class soon settle into school. Within just a few weeks in their new setting they are growing in confidence and self-belief. They are all treated fairly and with regard to their individual stage of development. When the children performed an autumn dance to their parents, they felt valued for their achievements and showed respect for the efforts and even hesitations of others.

23. Older children in the Years 5 and 6 class serve as good role models and encourage their younger classmates because they see their teachers doing the same to them. In so doing, the older ones develop a strong sense of responsibility, which helps them grow in confidence and become more independent.

24. The staff know the children and care for them well. Since the last inspection, more of the children attending the school live outside the immediate, surrounding area. There is a wider range of attainment on entry to the school, and about a quarter of the children have previously attended another school. Staff sensibly evaluate and refine their teaching strategies so as to manage and organise their classes to the best advantage and to meet the needs of all pupils, including those with special educational needs. Teaching assistants provide a very good level of support both in the classroom and when working with individual children.

25. Parents speak highly of the way in which the school helps their children develop into thoughtful, confident and articulate young people. Pupils are encouraged to take increasing

responsibility for their own behaviour. Pupils of all ages feel involved in the school council, and those with specific roles take their responsibilities seriously. The staff are keen to further develop opportunities for pupils to think about their learning, in a way that helps them to use, apply and communicate their knowledge and skills.

WHAT COULD BE IMPROVED

Opportunities for pupils to use and apply their experience in all aspects of ICT.

26. Much has been done to improve on the unsatisfactory standards in ICT noted in the last inspection. Resources have been built up, both in classrooms and in the new ICT suite, and are now adequate. The teaching staff have been trained and have a satisfactory level of knowledge and understanding in the subject. However, because many of the improvements to the provision have been recent, their impact on standards needs more time to become fully effective. Although standards have improved and are at a satisfactory level, pupils are not yet doing as well in ICT as they are in other subjects.

27. Although pupils' access to all aspects of ICT has improved, there is room for opportunities to be further extended. More use needs to be made of the recently equipped ICT suite. Overall, ICT is not sufficiently integrated into other subjects of the curriculum, including English, mathematics and science. Given the high standards pupils achieve in other subjects, an increased capability in the use of ICT offers scope to further promote initiative and independent learning. However, a new co-ordinator has been appointed and the clear and relevant plans for further improvements are already in hand.

Opportunities to write at length and in other subjects in Key Stage 1, and standards of handwriting throughout the school.

28. Although standards achieved by 11 year olds in writing are high, younger pupils are not always so confident in exploring how to use written language to express themselves. A significant proportion of pupils entered school with writing skills at a relatively early stage of development. Although they know and use punctuation marks correctly in their writing, their composition skills are not so good. There are not enough opportunities for pupils in Key Stage 1, to plan, draft and develop their writing. At the same time, opportunities to write in other subjects are too often in the form of worksheets, rather than allowing pupils to express their own ideas.

29. The school realises that in order to meet the widening range of ability, it needs to extend opportunities for writing. It has begun to evaluate and adapt its approaches. For example, younger children have worked with Year 5 and 6 pupils on a shared writing project that proved worthwhile for both age groups.

30. Throughout the school, standards of handwriting are inconsistent. Too many pupils have difficulty in writing legibly. Some of them have difficulty in holding a pencil and in positioning themselves to write with comfort and ease.

Guidance for parents on how they can further support their children's learning.

31. Parents are very pleased with the way the school works for their children. Most of them support their children's learning, mainly by helping with homework and sharing books. The inspection team agrees with the view of many parents that their contribution could be more effective if they had additional, relevant information. There is not enough guidance about homework and information about the curriculum to enable interested parents to fulfil their supporting role. End of year reports of children's progress do not currently give enough emphasis to target setting. The school recognises that there is scope for improved information and guidance, and staff and governors are currently planning their response.

The role played by co-ordinators in monitoring, evaluating and promoting the development of their subjects.

32. Recent developments have strengthened the role of subject co-ordinators and made their contribution to maintaining and improving standards more effective.

33. However, the recent nature of these initiatives means that subject co-ordinators do not yet play enough part in the monitoring and evaluation of the curriculum. The new head has an overview of standards of teaching and standards achieved by pupils, and uses this information to plan the school's priorities. However, in order to ensure the continued high standards, the school needs to plan for subject co-ordinators to be more involved in the monitoring and evaluation process. Their participation will allow them to focus on giving the right support and guidance to promote learning.

Children's access to a designated outside area for them to extend their learning in the Foundation Stage.

34. Children in the Foundation Stage benefit from a broad curriculum that covers all the recommended areas of experience. However, the curriculum is not sufficiently balanced because children do not have access to a planned and resourced outdoor area. This means that the high quality of teaching is not always as effective as it would otherwise be in promoting children's learning. The children do not get regular opportunities to extend their learning through access to equipment, such as climbing apparatus, and by working on a larger, more active scale than is possible indoors. The need is all the more apparent because, until the hall is no longer used as a Year 5 and 6 classroom, there are limited opportunities for indoor physical activity.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order for the school to build further on its success, the head, staff and governors should:

- Extend the opportunities for pupils to learn and apply their experience in all aspects of ICT by:
 - * giving pupils greater access to all aspects of ICT;
 - * ensuring that pupils use and apply their ICT skills in the full range of subjects;
 - * monitoring and evaluating the standards pupils' achieve in ICT.
- Further improve standards of writing in Key Stage 1, and standards of handwriting throughout the school by:
 - * increasing the opportunities for pupils to write independently and at length in English;
 - * increasing opportunities to write for different purposes in subjects other than English;
 - * ensuring that pupils are helped to plan, draft and develop their writing;
 - * developing a more systematic approach to the teaching of handwriting skills.
- Extend the role played by parents in their children's learning by:
 - * providing parents with guidance on their role in supporting children's learning at home;
 - * providing information about the National Curriculum and the curriculum for religious education;
 - * providing a reasonable amount of information about what children are currently learning;
 - * sharing with parents the targets for the child's improvement.
- Continue to extend the role of co-ordinators in monitoring, evaluating and promoting the development of their subjects, by:
 - * developing the recently introduced subject folders to include an action plan for each subject's current and long-term development;
 - * providing co-ordinators with opportunities to monitor and evaluate standards achieved by pupils in their subject;
 - * providing teachers with opportunities to share, evaluate and develop their teaching and planning skills;
 - * ensuring that information on a subject's development is presented to the governing body regularly and on the basis of the school's priorities for development.
- Further develop children's learning opportunities in the Foundation Stage by:
 - * ensuring that children have regular access to a designated outside area;
 - * ensuring that the curriculum takes greater account of opportunities for learning outdoors.

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	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	2	1	0	0	0
Percentage	19	63	12	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 six 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)	94
Number of full-time pupils known to be eligible for free school meals	9

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	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	96
National comparative data	93.9

Unauthorised absence

	%
School data	0.1
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	2	11	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	2	2	2
	Girls	11	10	11
	Total	13	12	13
Percentage of pupils at NC Level 2 or above	School	100 (92)	92 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	2	2	2
	Girls	11	11	11
	Total	13	13	13
Percentage of pupils at NC Level 2 or above	School	100 (92)	100 (100)	100 (92)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	5	7	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	4	5	5
	Girls	7	7	7
	Total	11	11	11
Percentage of pupils at NC Level 4 or above	School	92 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	4	5
	Girls	7	7	7
	Total	10	11	12
Percentage of pupils at NC Level 4 or above	School	84 (86)	92 (86)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	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)	4.4
Number of pupils per qualified teacher	21.5
Average class size	23.5

Education support staff:**YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	135

FTE means full-time equivalent

Financial information

Financial year	2000/2001
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	£
Total income	196,900.00
Total expenditure	193,964.00
Expenditure per pupil	2,086.00
Balance brought forward from previous year	29,182.00
Balance carried forward to next year	32,118.00

Recruitment of teachers

Number of teachers who left the school during the last two years	1
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
Number of questionnaires returned

94
39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	5	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	49	49	3	0	0
My child gets the right amount of work to do at home.	41	51	5	0	3
The teaching is good.	69	28	0	0	3
I am kept well informed about how my child is getting on.	38	51	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	18	3	5	0
The school expects my child to work hard and achieve his or her best.	67	31	0	0	3
The school works closely with parents.	41	49	5	3	3
The school is well led and managed.	62	33	0	0	5
The school is helping my child become mature and responsible.	5	38	0	0	3
The school provides an interesting range of activities outside lessons.	26	59	13	0	3