

# INSPECTION REPORT

## **EVERTON LOWER SCHOOL**

Everton, Sandy

LEA area: Bedfordshire

Unique reference number: 109450

Headteacher: Mrs B Avery

Reporting inspector: Ms A M Grainger  
20782

Dates of inspection: 9<sup>th</sup> - 11<sup>th</sup> July 2001

Inspection number: 195511

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 to 9
Gender of pupils:	Mixed
School address:	Potton Road Everton Sandy Bedfordshire
Postcode:	SG19 2LE
Telephone number:	(01767) 680534
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs G M Warwick
Date of previous inspection:	21 <sup>st</sup> – 24 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20782	Ms A M Grainger	Registered inspector
14324	Mr M Hudson	Lay inspector

The inspection contractor was:

PPI Group Limited  
7 Hill Street  
Bristol  
BS1 5RW

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WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Everton, near Sandy. Most of the pupils live in the village. Others come from surrounding villages and from Sandy. With 45 boys and girls on roll, the school is much smaller than most other primary schools. Children start school full-time in the term in which they will be five. They attend school for one afternoon each week in the term preceding this. Almost all children have had some form of pre-school education before starting at Everton Lower School. Very few pupils are from minority ethnic backgrounds and no pupil has English as an additional language. The percentage of pupils identified as having special educational needs (16 per cent) is broadly average. No pupil has a statement of special educational need. The percentage of pupils known to be eligible for free school meals (2 per cent) is well below the national average. With very small year groups, children's attainment on entry to the school varies from year to year. Taking the intake as a whole, attainment on entry is generally above average.

### **HOW GOOD THE SCHOOL IS**

The school provides a good education for its pupils and has many significant strengths. Pupils leave the school achieving well above average standards at the age of nine in English, mathematics and science. Pupils' progress in their academic work is good in relation to their attainment on entry. The overall quality of teaching and learning is good. The school is successful in meeting its aims to develop pupils as well-rounded individuals with a love of learning and self-discipline. The overall leadership and management of the school are good, with the headteacher giving a very good educational direction for its work. The school gives good value for money.

#### **What the school does well**

- Standards are high in English, mathematics and science when pupils leave the school at the age of nine.
- Pupils respond very well to the school's high expectations of their attitudes and behaviour. They work and play together very amicably.
- In many lessons, especially for pupils aged four to seven, teachers provide very stimulating and imaginative activities and use questioning to deepen pupils' understanding.
- There is very good care of pupils' personal wellbeing. As a result, pupils feel secure and happy at school.
- The headteacher provides very good educational direction for the school. The whole staff work very effectively as a team.

#### **What could be improved**

- Pupils do not make as much progress in writing as in other aspects of English between the ages of seven and nine.
- There is inadequate provision for children in the reception class to have outdoor activities, such as with large wheeled or push and pull toys.
- There are no school assessment records for subjects other than English, mathematics, science, information and communication technology and religious education.

*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 its last inspection in 1997. The school was found to have many good qualities at that time but there were also some weaknesses in need of attention. The identified shortcomings have been rectified. The school has strengthened teachers' expertise and the quality of their teaching in art and design, design and technology, science and information and communication technology. As a result of teachers having attended courses, pupils are now provided with some good learning opportunities in these areas. There is continuing development of the use of computers to support pupils' learning. Annual reports to parents on their children's progress now identify strengths and weaknesses and indicate how improvement might be achieved. There has been satisfactory improvement in resources to support teaching and learning in design and

technology and information and communication technology. Resources for religious education and history are now good owing to a shared initiative with other small schools in the area.

The school has maintained the strengths found at its last inspection. These include high standards in the key areas of English, mathematics and science and in pupils' attitudes and behaviour. Attendance rates continue to be well above the national average. Teaching is still good overall, with a higher proportion of very good lessons. There continues to be very good provision for pupils' personal development and strong links with parents.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A*
Writing	A	A*	A	B
Mathematics	C	A	A	A

**Key**

very high                    A\*

well above average      A

above average            B

average                    C

below average            D

well below average      E

The above table shows that standards in reading in 2000 were very high and in the top five per cent of schools nationally. In writing and mathematics, they were well above the national average. When compared with the results achieved by schools with pupils from similar backgrounds, standards were just as high in reading and mathematics and they were above average in writing. Reading and writing standards have been consistently high at the age of seven since the last inspection in 1997. The same picture has been seen in mathematics, with the exception of 1998.

The evidence from the inspection of pupils' school work shows that pupils now aged seven are achieving above average standards in reading and writing and well above average standards in mathematics. The lower standards in reading and writing, compared with those attained in 2000, do not reflect any change in the quality of the school's provision. They simply reflect the variations between year groups. Pupils in the five to seven age range, including those with special educational needs and the most able, are making good progress in reading, writing and mathematics. They also make good progress in science in which they achieve well above average standards.

Standards at the age of nine are well above average in English, mathematics and science. Pupils aged seven to nine, including those with special educational needs and the most able, make good progress in mathematics, building well on their achievements at the age of seven. In English and science, progress is satisfactory and the high standards achieved at the age of seven are maintained. Pupils do not, however, make as much progress in writing as in other aspects of English between the ages of seven and nine.

In information and communication technology, standards at the ages of seven and nine are as expected nationally. There is insufficient evidence to make judgements on other subjects as this was a short inspection that did not look at all the subjects. Children in the reception class make good progress in their basic skills and also in areas such as their knowledge and understanding of the world. They achieve above average standards at the end of the reception year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy being at school and are keen to do well. Pupils aged up to seven in particular apply themselves very well and maintain good levels of involvement during lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, around the school and at break and lunch times.
Personal development and relationships	Very good. The school is a very harmonious community. Pupils work and play very well together and have very positive relationships with the adults in school.
Attendance	Very good. The school maintains levels of attendance which are consistently well above the national average. There is no unauthorised absence. Punctuality in the mornings is very good.

Pupils' very good attitudes, behaviour, relationships and response to the opportunities provided for their personal development, all make a strong contribution to the effectiveness of their learning and the standards they achieve.

## TEACHING AND LEARNING

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

*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.*

Nine lessons were seen during the inspection. All of these were at least satisfactory. Teaching was very good in 56 per cent of lessons and good in 11 per cent. Very good lessons were seen in the class for five to seven year olds in English, mathematics and science. There was also very good teaching in two lessons in the reception class.

In the most effective lessons, teachers provide very stimulating and imaginative activities. These capture pupils' interest and are effective in promoting learning. There is also effective use of questioning to push pupils to deeper levels of understanding. In most lessons, teaching is well focused on what it is that the teacher wants the pupils to learn.

The overall quality of teaching and learning in English, including in the basic skills of literacy, is good for pupils up to the age of seven and satisfactory for those aged seven to nine. Writing is not taught as effectively as other aspects of English between the ages of seven and nine. Teaching and learning in mathematics, including in the basic skills of numeracy, are good throughout the school. Teaching and learning in science are good up to the age of seven and satisfactory between the ages of seven and nine. Teaching and learning in information and communication technology are satisfactory throughout the school. There is insufficient evidence to make judgements on other subjects because this was a short inspection. Pupils' individual needs are met well up to the age of seven. Between seven and nine, they are met well in mathematics and satisfactorily in English and science.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The learning opportunities for pupils aged five to seven are good and include many practical 'hands on' experiences. The provision for outdoor activities for children in the reception class, for example in using wheeled toys, is inadequate.
Provision for pupils with special educational needs	Good. Teachers are sensitive to the needs of pupils with special educational needs and generally provide good support in lessons. Pupils' special needs are identified quickly and there is ongoing checking of their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school gives much attention to pupils' personal development. Assemblies and activities in lessons such as science make a strong contribution to pupils' spiritual development. A range of visits, for example to places of worship of different faiths, develops understanding and respect for other people's beliefs. Much attention is given to pupils' social and moral development.
How well the school cares for its pupils	Good. The care for pupils' personal wellbeing is very good. Satisfactory arrangements are in place for checking pupils' progress and the standards they achieve.

The school's partnership with parents and carers is very strong. Parents are very supportive of the school. They are keen to work with the school to ensure the best for their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very clear educational direction for the school and is very strongly involved in all aspects of its work. The whole staff work very effectively as a team. Teachers carry out their specific responsibilities well, such as for subject leadership.
How well the governors fulfil their responsibilities	Good. Governors are very well informed about the work of the school and know its strengths and weaknesses. They are well involved in shaping its direction.
The school's evaluation of its performance	Good. The headteacher has a good range of formal and informal strategies for checking the effectiveness of the school's provision. Action is taken promptly when areas needing improvement are identified.
The strategic use of resources	Good. Funds are well spent and other resources are used effectively for the benefit of the pupils. The school gives good consideration to the value it provides for pupils and parents.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children are helped to be mature and responsible.</li><li>• Behaviour is good.</li><li>• Their children make good progress.</li><li>• The school is well led and managed.</li><li>• Their children like school.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons, such as clubs.</li></ul>

Inspectors agree with parents' positive views of the school. They also agree that there is insufficient provision for extra activities such as clubs, although they recognise that this is a small school with less than the equivalent of three full-time teachers. The headteacher is looking into how provision in this area might be developed.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards are high in English, mathematics and science when pupils leave the school at the age of nine.**

1. The standard of pupils' work in English, mathematics and science is well above that expected nationally when they leave the school at the age of nine. Within English, the greatest strengths are in reading and in speaking and listening. In reading, all pupils are already performing at the level expected of most eleven year olds. In both mathematics and science, most pupils are achieving standards significantly above those expected for their age. The high standards at the age of nine reflect good progress throughout the school in mathematics. In English and science, the most significant progress is made up to the age of seven and this is built on satisfactorily between the ages of seven and nine. Pupils achieve well in relation to their attainment on entry to the school. Standards now are similar to those found at the last inspection. Pupils' overall rate of progress is also much the same as it was then, although there has been improvement in mathematics between the ages of seven and nine.
2. By the age of nine, pupils speak clearly in a variety of situations, such as when discussing their work and opinions about the school as a group or when analysing a short story as a class. They give extended answers to questions, for example, to explain investigations they have carried out in science. They take turns to speak during a group conversation, listening carefully to others. They adapt the style of their speech according to the audience. Standards of reading comprehension are very good. Pupils have a very strong understanding for their age of why characters in stories behave as they do. They use inference and deduction to draw conclusions about the characters and what might happen next. They very competently use texts to gain information, for example to support their work in history. Some pupils write at good length and with good awareness of the reader, adapting the style of their writing according to its purpose. Higher attaining pupils in particular are starting to use language to create atmosphere or to inject tension. Most pupils' standards of spelling, grammar and punctuation are good.
3. In mathematics, by the age of nine, most pupils work very confidently with six digit numbers and understand place value in these large numbers. They very competently work with addition, subtraction, multiplication and division and successfully identify patterns in number sequences. Higher attaining pupils use division with remainders. Their understanding of shape, space and measure is very good. This is seen, for example, in their calculations of perimeter and area, their use of various standard units of measurement and their work with angles. Pupils accurately convert fractions to decimals and use fractions when working with money. They recognise a range of three-dimensional shapes and identify their properties, such as the number of faces. Pupils competently organise data into a variety of charts and graphs using the computer. They show a strong understanding in applying mathematics to everyday situations and in solving mathematical problems.
4. All pupils have a good understanding for their age of scientific investigation and are able to say what makes a test fair. There has been an improvement since the last inspection when this was a relative weakness in relation to pupils' performance in other areas of the science curriculum. Pupils have a very good body of knowledge across all the areas of study required by the National Curriculum. They understand the purpose of some of the main systems of the human body, such as the skeletal system, and explain the purpose of the different component parts such as the skull and rib cage. They have a good understanding of the characteristics of living things, know the purpose of the main parts of a flowering plant and what constitutes a healthy diet. They use keys to identify and classify creatures such as minibeasts. Their knowledge of materials and their properties is very good. They explain the characteristics of solids, liquids and gases and understand processes such as evaporation and dissolving. Understanding of the Earth and beyond is good. Their knowledge and use of the correct scientific vocabulary is well developed, for example, the use of terms such as 'opaque' and 'transparent' when investigating whether light can pass through a range of materials.

5. Standards are high in English and mathematics because of the very strong focus on developing pupils' basic skills from the moment they enter the school. Pupils make very effective gains between the ages of four and seven in developing strategies for reading. They soon master skills in building words using letter sounds. They are taught rules for spelling. Year 1 and 2 pupils were observed in an English lesson very confidently deciding whether words should end in 'ck' or 'k' by looking at the vowel sounds in the middle of the words. In the same lesson, pupils made very good gains in changing a text written in the present tense to the past tense. Handwriting is very well taught. The result is that, by the age of seven, all pupils write in a neat joined style.
6. Throughout the school, mathematical knowledge and understanding are developed effectively through many opportunities for pupils to participate in practical problem solving. There is also good coverage of all aspects of mathematics. Commercially produced workbooks and worksheets are used effectively to meet individual needs and are supplemented by other activities. In science, there is a strong emphasis on pupils learning through first hand experience and opportunities for focused observation, for example, of creatures such as snails and worms. Teachers generally have a good understanding of the key subjects of English, mathematics and science. The activities they provide promote very rapid gains in learning in some lessons.

**Pupils respond very well to the school's high expectations of their attitudes and behaviour. They work and play together very amicably.**

7. Children in the reception class have very positive attitudes to learning and they behave very well. They pay very good attention to the teacher and to the other adults who help them. In a lesson linked to the story 'Handa's Surprise', children showed high levels of interest as they made drawings of fruits and thought of adjectives to describe them. This was seen, for example, as they compared the rough outer texture of an avocado pear or pineapple with the much smoother flesh of the fruit. Children are aware of the needs of others and take it in turns, for example, to talk when seated on the carpet in a circle or when using headphones to listen to tape-recorded songs about teddy bears. They are very sensible when changing for physical education or when moving through the Year 1 and 2 classroom on their way in from play. They show good maturity and independence for their age when they have the opportunity to choose what activity they will do.
8. Pupils aged five to nine have very good attitudes to learning. They all appreciate the efforts their teachers make to provide interesting activities and to care for them. They are keen and eager to learn and persevere if an activity is difficult. This was seen, for example, when pupils in Year 2 made a very good effort to follow a text that some found difficult about the Winnie the Pooh stories. In a mathematics activity that involved counting, recording and checking that the recording was correct, pupils in Years 1 and 2 showed determination. They retraced their steps to identify what had gone wrong when the checking revealed an error. Those in Year 4, who are about to transfer to the next stage of their schooling, speak about Everton Lower School with a high level of pride.
9. Behaviour is very good in lessons and around the school. Very sensible behaviour is apparent, for example, when pupils gather together for assembly or hymn practice. Particularly harmonious relationships are evident when boys and girls of all ages mix together at play and lunch times. Older and younger pupils sit together to eat lunch and this is a very pleasant social occasion. Pupils are very aware of the needs of others and share resources well during lessons. They also help each other by sharing ideas, as was seen in a Year 3 and 4 design and technology lesson.
10. Pupils respond well to the good opportunities provided for their personal development. Older pupils readily look after younger ones and show concern for their wellbeing. Responsibilities, such as for a table at lunch time or for telling the teachers when pupils are entering school after break, are carried out conscientiously. Year 4 pupils take the responsibility of 'playground friend' very seriously. Through this role, they look after any pupils who might be in need of a friend, for example, ensuring that younger ones are not left alone or are unhappy. There is no sign of any oppressive behaviour in the school.
11. The school does much to develop pupils' very good attitudes and behaviour, recognising the contribution that these make to their learning and the standards they achieve. All staff provide

good role models for behaviour towards others and show respect for their pupils. Expectations of standards of behaviour are high and pupils understand very well what is expected of them. Pupils developed the playground rules themselves, with staff emphasising the need for these to be positive. The value given to the pupils' contribution is demonstrated through the rules being displayed in the playground area. Teachers encourage pupils to work together to promote their social development.

12. A key factor in the development of the pupils as well-rounded individuals who have a respect for others is the very strong emphasis given by the school to increasing understanding of other cultures. Much attention is given to this through the religious education curriculum. Pupils are taught about the values and beliefs of people of different cultural backgrounds from their own. This is enhanced through visits to places of worship. The school successfully prepares pupils to be good citizens who respect the values and beliefs of others. All the strengths found in this area at the last inspection have been maintained.

**In many lessons, especially for pupils aged four to seven, teachers provide very stimulating and imaginative activities and use questioning to deepen pupils' understanding.**

13. While the overall quality of teaching and learning is good, a significant amount of very good teaching was seen in lessons for pupils aged four to seven. This is an improvement since the last inspection. These very good lessons were characterised by very well-planned activities that were well matched to pupils' needs. The result was that pupils' interest was caught and held throughout the lesson. Very stimulating and imaginative activities made learning an exciting and enjoyable experience.
14. Children in the reception year were enticed into learning about healthy eating through activities related to preparations for a teddy bears' picnic. The lesson began with the teacher reminding the children of the picnic to take place the following week and discussion about teddy bears and favourite soft toys. Then the teacher gained a response of awe and wonder from the children. She revealed that her three teddy bears had been so excited about the picnic that they had packed their lunch boxes and had come to school that day. The atmosphere of expectation was intense as the teacher went to get the first teddy bear, 'Pickles', from the adjoining room. As each of the three teddies was brought in, the children examined the very different contents of their lunch boxes. Guided by the teacher's questions and explanations, the children came to a good awareness of what constitutes a healthy and balanced packed lunch.
15. In a lesson focused on mathematical development in the reception class, the teacher gained children's interest through the use of a glove puppet. They were able to ask the puppet questions. This imaginative activity supported the youngest children in particular in making rapid gains in the development of their numeracy skills. A strong feature of teaching in this class is the gentle and supportive questioning. This boosts children's confidence and helps those who might be hesitant to become involved.
16. Questioning is also used very effectively in the Year 1 and 2 class. Lessons in this class are very focused on what it is that the teacher wants the pupils to learn. In an English lesson, pupils moved forward very well in their understanding of spelling rules and the use of the past and present tense of verbs. In a mathematics lesson, they reinforced their understanding of odd and even numbers and were led, through an exciting activity, into an understanding of the term 'random'. Each pupil was given a 'fun size' box of smarties to sort by colour and to produce a bar chart to show the distribution of the differently coloured sweets. This was very effectively drawn together at the end of the lesson by a whole class exploration of the differences in the boxes of smarties. Pupils were amazed to find that not only did the number of smarties in the boxes vary but, that while most had only one or two blue ones, one pupil had eight!
17. Pupils in the Year 1 and 2 class made very strong gains in their understanding of snails during a science lesson. The lesson began with very well focused and probing questioning that reinforced pupils' prior understanding of living things and their characteristics. All the time, the teacher was checking the level of understanding of individuals and the whole class and weaving together

different areas of their knowledge. Through pupils' responses, the teacher explored food chains and life cycles. Learning was particularly effective because each pupil was given a snail to study. They were fascinated as they studied the spirals of the shells, the small snails piggy-backing on the large ones and features such as the tentacles. Throughout the observation activity, the teacher and learning support assistant circulated and guided individual pupils to look more carefully at particular features. Questioning of the whole class kept them fully focused and involved. The teacher asked, for example, "Is the spiral clockwise or anti-clockwise?" and "Who has looked at the breathing hole?"

18. In a good design and technology lesson in the Year 3 and 4 class, pupils were well motivated by an interesting activity of creating money containers using felt and Velcro. The teacher encouraged the pupils to be imaginative and to use their own ideas. One pupil, for example, explored decorating the purse she was making in the style of a telephone dial and another selected to make a wallet. Introductory questioning of the class was effective in reminding them of the skills they had learned and could use during the lesson, such as stitching.

**There is very good care of pupils' personal wellbeing. As a result, pupils feel secure and happy at school.**

19. The school is successful in providing a very warm, family atmosphere in which pupils are nurtured as individuals, as well as being supported to make good progress academically. Teachers and other staff know each pupil very well and are sensitive to their personal needs. Praise and encouragement are used whenever appropriate to boost pupils' self-confidence and to give them reassurance. 'Circle time', when pupils sit together in a circle to reflect on matters of importance to them and to share their feelings, contributes well to pupils' personal development and gives them a sense of mattering as an individual. The school has a good range of procedures for checking pupils' personal development and rewarding their achievements. Pupils' achievements are recognised at the annual Presentation Day, certificates are given to all who participate on sports day and out-of-school achievements are celebrated in assemblies and classrooms.
20. The care for pupils with special educational needs is good. Their needs are identified quickly and there is frequent checking of their progress. Their individual education plans are of good quality with clear targets. These are reviewed regularly with new targets being set when appropriate. There is also recognition of the needs of the most able pupils. They are generally well challenged, especially up to the age of seven.
21. There are very effective procedures in place for promoting good behaviour. The action taken to ensure that there is no oppressive behaviour is excellent. Procedures for child protection are very good. All staff are very aware of their responsibilities in this area and of the need to be vigilant. The arrangements for ensuring the health and safety of pupils are very good. Effective arrangements are in place to deal with any cases of illness or accidents. The site is well cared for to ensure that there are no hazards. The caretaker ensures that there are high standards of cleanliness and hygiene. All these features of the care for pupils combine to make them feel secure and happy at school. All the strengths found in this area at the last inspection have been maintained.

**The headteacher provides very good educational direction for the school. The whole staff work very effectively as a team.**

22. The headteacher knows the school's strengths and weaknesses very well. She provides a very good educational direction for the school, which has resulted in the strengths identified at the last inspection being maintained and improvements being made. All the issues arising from the last inspection have been dealt with and the school is working to further improve its provision in some of these areas, such as in the provision for information and communication technology. There is effective checking of the work of the school through a range of formal and informal procedures. The headteacher leads by example in her own practice as a classroom teacher and in her swift and thorough response to any matters needing attention. She has a rigorous approach to

ensuring that the school gives as much to its pupils as it can, both academically and in terms of their development as individuals.

23. In this small school, the headteacher is in the classroom for the equivalent of four days each week. While this places many demands on her, it keeps her very close to the teachers and very much at the heart of the school in action. In part because of this, and also as a result of the very good relationships among the adults in the school, there is very effective teamwork in the school. All the teachers pull together to ensure that pupils receive appropriate learning opportunities. They conscientiously and effectively fulfil their responsibilities for subject leadership or the management of areas, such as special educational needs.
24. The learning support assistant works very effectively with teachers and contributes much to the progress pupils make during lessons. She makes a particularly good contribution to the learning of pupils with special educational needs. The school secretary very efficiently carries out her duties, working in close partnership with the headteacher and doing much to support the school community. All the strengths found in the leadership and management of the school at the last inspection have been maintained.

## **WHAT COULD BE IMPROVED**

### **Pupils do not make as much progress in writing as in other aspects of English between the ages of seven and nine.**

25. Between the ages of four and seven pupils make good progress in all aspects of English. As a result, they achieve high standards in this area at the age of seven, building effectively on their above average attainment on entry to the school. While overall progress in English is satisfactory in Years 3 and 4, pupils make fewer gains in writing than in reading or in speaking and listening. The present group of pupils aged nine achieved results in reading and writing in the highest five per cent of schools nationally at the age of seven. While this is clearly reflected in their present reading standards, it is not as evident in their current performance in writing. Expectations of the standards pupils are capable of attaining in writing should be higher in relation to their test results at the age of seven.
26. The main weakness is that pupils are not sufficiently developing their capacity to use language to describe, set a scene, create atmosphere or inject tension. While pupils are provided with an appropriate range of writing activities that would be suitable for an exploration of language in this way, they are not asked to focus on this enough. The opportunities pupils have to write in relation to their history topics, for example writing as a Roman or a Viking, are ripe for such an emphasis. These writing activities are not, however, used to teach these skills. Pupils are not given enough opportunities to draft and redraft their writing for style and content, so that they can reflect on and improve their use of language ensuring that it is well selected for its intended purpose.
27. There is insufficient emphasis on developing the organisation of pupils' writing, such as through the use of paragraphs. The work in pupils' books shows that they are capable of using paragraphs and that they do so when this is specifically required. They do not, however, sustain this because they are not consistently required to do so. There are missed opportunities to teach pupils to develop the use of more complex sentences. The same can be said with regard to handwriting. Pupils are capable of writing very neatly. Those aged seven do so. There is, however, insufficient picking up of untidy handwriting between the ages of seven and nine. It is because pupils are not reminded often enough of the importance of writing neatly that they do not always do so.
28. The marking of pupils' writing is often over generous. Praise is given and pupils are awarded stickers for their effort. There are too few comments to guide pupils to improve their writing or to point out when standards are slipping. Computers are not used well enough to help pupils to edit and improve their writing.

### **There is inadequate provision for children in the reception class to have outdoor activities, such as with large wheeled or push and pull toys.**

29. The learning opportunities for children in the reception class cover all the required areas for children of this age. A weakness that reduces overall the effectiveness of the learning opportunities is that the provision for outdoor activities is inadequate. There are no large toys, such as for children to ride on or push and pull, to support their physical development. Within the restrictions of the school building, activities such as climbing cannot be provided on a daily basis indoors. The present provision of two physical education lessons each week is insufficient for the development of basic physical skills. There is also no covered external area so that activities with sand or water might be used to a greater extent than is possible in the small classroom. The absence of such opportunities also restricts the activities that can be provided to support other areas of learning, such as children's knowledge and understanding of the world and their mathematical and creative development.

**There are no school assessment records for subjects other than English, mathematics, science, information and communication technology and religious education.**

30. Teachers assess pupils' knowledge, understanding and skills in all subjects in lessons through strategies such as questioning and observation. There is no formal recording of the standard each pupil is achieving in subjects other than English, mathematics, science, information and communication technology and religious education. This makes it difficult for teachers to check each pupil's progress and to ensure that work is matched to the full range of needs in the mixed ability and mixed year group classes. This is particularly the case when a topic or skill is being revisited some time later, possibly in the next class rather than in the next lesson. In map work in geography, for example, the lack of such recorded assessment information means that there is no detail of past attainment for teachers to draw on when planning new work.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to maintain the significant strengths of the school and to rectify the relatively few weaknesses, the governing body, headteacher and staff should:

- a) improve pupils' progress in writing between the ages of seven and nine by: developing their use of language to describe, create atmosphere and inject tension; increasing their capacity to use paragraphs and more complex sentences; and ensuring that handwriting is neat (paragraphs 25 - 28);
- b) develop provision for children in the reception class to experience regular outdoor activities, including with large wheeled or push and pull toys (paragraph 29);
- c) develop records of pupils' attainment and progress in all subjects in which they are not yet in place (paragraph 30).

The school has identified a need to improve pupils' progress in writing and this is included in the school development plan.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	56	11	33	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	45
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

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	2
Pupils who left the school other than at the usual time of leaving	6

### Attendance

Authorised absence	%
School data	3.0
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	4	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	6	6
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

*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	42
Any other minority ethnic group	3

*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 – Y4**

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	17
Average class size	15

#### **Education support staff: YR– Y4**

Total number of education support staff	1
Total aggregate hours worked per week	20

### **Financial information**

Financial year	2000/01
	£
Total income	145,424
Total expenditure	140,842
Expenditure per pupil	3,435.17
Balance brought forward from previous year	18,418
Balance carried forward to next year	23,000

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	45
Number of questionnaires returned	37

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	86	11	0	0	3
Behaviour in the school is good.	89	11	0	0	0
My child gets the right amount of work to do at home.	43	49	3	0	5
The teaching is good.	76	19	3	0	3
I am kept well informed about how my child is getting on.	43	49	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	3	0	0
The school expects my child to work hard and achieve his or her best.	76	22	3	0	0
The school works closely with parents.	57	35	8	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	92	8	0	0	0
The school provides an interesting range of activities outside lessons.	14	24	49	5	8