

**BECKINGTON CofE FIRST SCHOOL**

Beckington, Bath

LEA area: Somerset

Unique reference number: 123742

Headteacher: Mrs Davina Henson

Reporting inspector: Mr Paul Baxter  
25217

Dates of inspection: 14-15 January 2002

Inspection number: 195524

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Foundation
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Church Street Beckington Bath
Postcode:	BA11 6TG
Telephone number:	01373 830438
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christine Bennett
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This voluntary controlled Church of England school for pupils aged between four and nine years is below average in size. It serves the small rural village of Beckington, about three miles from Frome in Somerset. It has 70 full-time pupils on roll. There are 31 boys and 39 girls, including nine children aged under five in their Reception Year. The number of pupils on roll has shown little change since the last inspection in 1997. Most pupils come from the local area, which is above average in socio-economic terms, as it contains a high proportion of private housing. At present there are 15 pupils with special educational needs attending the school, an average number. The proportion of pupils with statements of special educational needs also matches that found nationally. No pupils come from homes where English is an additional language or from ethnic minority backgrounds. Approximately two per cent of the pupils are registered as eligible for free school meals and this well below the national average. The children's attainment on entry is average.

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

Beckington is a very good school and is very successful in promoting well above average and often high standards of pupils' attainment, especially in reading, literacy and numeracy. In response to the outstanding leadership of the headteacher, and with strong support from staff and governors, the school has established very good, fully inclusive, provision, with particular strengths in the teaching and planning of the curriculum. As a consequence standards are rising, especially in English, mathematics and science and most pupils achieve very well in relation to their prior attainment before they leave the school. The school provides very good value for money.

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

- The very good quality of the teaching is a strength that helps the pupils to learn very well and to attain well above average and often high standards, especially in literacy and numeracy; and this supports their work across the curriculum.
- All adults working in the school provide excellent role models and nurture the pupils' excellent relationships and very good attitudes and enthusiasm for school. These make a powerful contribution to the quality of their work and achievement.
- The outstanding leadership by the headteacher, excellent teamwork with colleagues and very good support of governors and parents ensure that all pupils are encouraged and have the opportunity to achieve as well as they can.
- The very successfully planned and taught curriculum, including the much improved curriculum for children in the Foundation Stage, is a significant strength that helps all pupils, across the range of prior attainments, to achieve very well in relation to their prior attainment, by the time they leave the school.

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

- Although improved since the last inspection, the accommodation remains unsatisfactory.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection in May 1997 found Beckington to be a good school. Since then the school has made good improvement in many areas and is an even more successful school now. This has been accomplished through the excellent leadership of an experienced headteacher, who has nurtured the staff and governors of the school into an extremely successful team, thereby raising the effectiveness of the management and functioning of the school. As a result the quality of teaching and the planning of the curriculum have been lifted from good to very good. The key issues from the previous inspection, particularly the provision for children in their Reception year, have also been addressed successfully.

These improvements have had a substantial effect on the pupils' learning. Standards have been raised from above average to well above average overall in Years 2 and 4 and pupils' achievement has been raised from good to very good. There is a clear vision and a strongly shared commitment to ongoing development. The school is extremely well able to continue this improvement into the future.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A*	A	A*	A*
Writing	A	A	A	A
Mathematics	A	A	A	A

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Children in their Reception Year achieve well across the recommended areas of learning and most attain standards that are above those normally expected for their age, particularly in communication, language and literacy, mathematics and personal and social development. By the end of Year 2, most pupils have achieved very well and standards are often very high in reading, being in the top five per cent found nationally, and are consistently well above average in writing and mathematics. By the end of Year 4, standards in English, mathematics and science are well above average. Across the school, most pupils, including those with special educational needs and potentially higher attainers, respond positively to the fully inclusive and consistently successful teaching, and achieve very well over time. The school sets its own appropriately demanding performance targets based on detailed knowledge of the pupils' prior attainment and then motivates and challenges the pupils to reach them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive indeed and school is appreciated. The pupils are eager to learn and give of their best at all times.
Behaviour, in and out of classrooms	Pupils follow the fine role models demonstrated by all adults working in the school and behave very well to enrich their learning.
Personal development and relationships	Relationships throughout the school are excellent. The warmth, respect and genuine consideration shown by everyone in the school are significant strengths that underpin successful learning. Pupils enjoy good personal development.
Attendance	Very good; well above the national average and supporting effective progression in the pupils' learning.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Very 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.*

Teaching is very good overall; it is a consistent strength across the school and it is the key factor in promoting the pupils' successful learning. Most of the teaching observed in the Reception and Year 1 class and in the Years 1 and 2 class was very good and the teaching in the Years 3 and 4 class, although good overall, had a high proportion of very good teaching. All the teaching observed ranged from good to very good - an outstanding level of consistent quality. Consequently the pupils' learning was enjoyable and equally successful.

The teachers are very experienced and knowledgeable and they share their expertise most beneficially in planning and teaching the subjects of the National Curriculum and the areas of learning for young children in the Foundation Stage. Relationships are first class. Learning is a successful social occasion for the pupils feel secure and respect their teachers and respond positively to the firm but warm management of behaviour. The teachers assess the pupils' work and achievement most effectively. They know their pupils very well and are therefore most proficient in making the lessons challenging, interesting and fully inclusive for the pupils of different ages and prior attainments in their classes. As a consequence learning is successful. The needs of Reception children are particularly well met in communication, early reading and writing, and in their mathematical and personal and social development. Literacy and numeracy skills are taught very effectively across the school and the pupils' significantly above average skills in writing support good learning in other subjects. Very occasionally introductions to lessons are too long and the challenge presented is a little too much for lower attaining pupils, but in spite of this, learning in lessons is never less than good. Pupils are expected to learn; the teachers and their dedicated assistants ensure that they do so happily and successfully.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for all pupils. The curriculum is broad and balanced and relevant and caters extremely well for the wide range in pupils' interests and prior attainments. Very good extra curricular activities, very strong strategies for teaching literacy and numeracy and the increasing beneficial use of information and communication technology enrich the curriculum provided and support the pupils' learning most productively.
Provision for pupils with special educational needs	Very good provision. Work is designed specifically for pupils with special educational needs enabling them to achieve at the same rate as their peers in a wide range of skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; the exemplary role models of staff, very clear codes of behaviour and strong Christian values promote very good provision for the pupils' moral and social development and good provision for the pupils' spiritual and cultural development.
How well the school cares for its pupils	The pupils are well cared for. The degree to which staff assess the pupils' skills and understanding and use this to target new learning is a newly developed strength that is promoting the pupils' achievement significantly.



The parents appreciate and have high regard for the staff of the school and the consistent pastoral care offered to their children. The very positive partnership between the school and parents has an extremely beneficial effect on the pupils' attitudes and achievement.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads by example, and the excellent way in which she manages the school and nurtures the highly effective team spirit of all staff enables them to make an extremely positive contribution to the direction and success of the school.
How well the governors fulfil their responsibilities	The governors are very well organised and effective. They fulfil their statutory responsibilities diligently and are constantly striving to support the headteacher and to make the most of their wide-ranging skills and expertise.
The school's evaluation of its performance	The school has very effective mechanisms for monitoring and evaluating its performance in terms of meeting the pupils' needs and in providing a first class education. It uses these successfully to help pupils to achieve their best.
The strategic use of resources	The pupils achieve very creditably in relation to their prior attainment; the quality of education is very good and resources are used very effectively; as a result the school provides very good value for money.

The school is a most effective self-evaluating and self-improving school. Staff and governors are constantly seeking to refine and improve their performance and are very effective in applying best value principles. Their detailed planning to build a hall and to address the unsatisfactory accommodation is a clear example.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents consulted feel that:</p> <ul style="list-style-type: none"> <li>• The school provides a very good range of extra curricular activities.</li> <li>• Their children like school and are expected to work hard and achieve their best.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• The teaching is good; consequently the pupils behave well and achieve well.</li> <li>• They would be able to approach the school with confidence if they had questions or a problem.</li> </ul>	<p>A very small number of parents consulted feel that:</p> <ul style="list-style-type: none"> <li>• The school could work more closely with parents.</li> <li>• The school could provide more information for parents.</li> <li>• They would have some unease about approaching the school with a problem.</li> </ul>

Inspectors agree with all the very positive views expressed. The school provides very good information for parents, especially about the pupils' work and achievement. Evidence shows that the very good relationships enjoyed by the vast majority of parents and the strong partnership between home and school are strengths that support the pupils' education extremely successfully.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The very good quality of the teaching is a strength that helps the pupils to learn very well and to attain well above average and often high standards, especially in literacy and numeracy; and this supports their work across the curriculum.**

1. Teaching is very good overall; it is a consistent strength across the school and it is the key factor in promoting the pupils' successful learning. All the teaching observed ranged from good to very good – an outstanding level of consistent quality. Consequently the pupils' learning was enjoyable and equally successful.
2. The teachers are very experienced and knowledgeable and they share their expertise most beneficially in planning and teaching the subjects of the National Curriculum and the areas of learning for young children in the Foundation Stage. Relationships are first class. Learning is a successful social occasion for the pupils feel secure and respect their teachers and respond positively to the firm but warm management of behaviour. Consequently the teachers can promote and encourage laughter to enrich learning knowing that they have the ability and respect to refocus the pupils' concentration whenever necessary. This was clearly seen in a mathematics lesson to pupils in Years 3 and 4 as the teacher challenged the pupils to explore their knowledge of numbers as high as hundreds of thousands and then celebrated the accuracy of their responses.
3. The teachers assess the pupils' work and achievement most effectively. They know their pupils very well and are, therefore, most proficient in making the lessons challenging and interesting for the pupils of different ages and prior attainments in their classes. Teaching is fully inclusive. As a consequence learning is successful. The needs of Reception children are particularly well met in communication, early reading and writing, and in their mathematical and personal and social development aided by the teacher's careful assessments of the children's skills and by supportive interaction with the parents.
4. The headteacher works supportively with colleagues and promotes successful teaching. She leads by example, using her very good teaching skills selectively to address needs by working with pupils and alongside staff to support their professional development. She sets high expectations for pupils' attainment in these aspects and these are shared and sustained by the whole school.
5. Observations of teachers working with pupils in literacy and numeracy lessons showed that the teachers set and share clear learning objectives very productively with the pupils. This raises interest levels and promotes positive attitudes and effective learning. In Years 1 and 2 for example the teacher set specific learning intentions for each year group; Year 1 pupils to structure their writing and Year 2 pupils to build and adapt story settings onto this framework. As a consequence the pupils learned very well at an appropriate level. The teachers promote numeracy skills, equally effectively, as in the lesson in Years 3 and 4 when exploring 'place value' in six figure numbers.
6. Children are encouraged to join in during discussions from an early age. In the Reception and Year 1 class the children are encouraged to use and explore a wide range of words and to respond quickly in mental mathematics. They develop their everyday vocabulary and their understanding of place value in number progressively and enjoy the challenge of responding to the teachers' questions. Stimulating discussion and the sharing of ideas is seen in all classes. It is continued in Years 3 and 4, for example, when offering ideas in history about why people have moved from one household to another.
7. By the time pupils are in Year 4 they are confident and capable speakers, well able to participate knowledgeably in whole class or group discussions. The teachers place a strong and purposeful emphasis on promoting specific language and this enriches the pupils' vocabulary, their learning and skills; in art and design lessons, for example, when discussing the basic artistic techniques needed to use pastels effectively.

8. Very occasionally introductions to lessons are too long and the challenge presented is a little too much for lower attaining pupils. The teachers usually involve the pupils actively in refining and improving the quality of their work. This was seen to good effect in a music lesson with pupils in the Reception and Year 1 class where the teacher encouraged them to illustrate favourite story characters 'The Three Billy Goat Gruff' by using instruments and by singing. At times, however, there is scope to build on successful learning even more effectively by involving the pupils in more rigorous evaluation of their own and each other's efforts, in gymnastics, for example, to improve the quality of their landings. Learning in lessons is never less than good overall, however, for pupils are expected to learn and the teachers and their dedicated assistants ensure that that they do so happily and successfully.
9. The pupils have numerous opportunities to develop good reading, writing and numeracy skills and these are taught very well across the school. Displays in all classrooms and shared areas present plentiful examples of how the teachers use writing and number skills to enrich the pupils' learning across the breadth of the curriculum.

**All adults working in the school provide excellent role models and nurture the pupils' excellent relationships and very good attitudes and enthusiasm for school. These make a powerful contribution to the quality of their work and achievement.**

10. All adults working in the school provide excellent role models and the pupils are well supported in their moral and social development. This active ethos of caring is supported beneficially by the school's links with the local church. Christian principles underpin the school's values and help to ensure the consistently very good attitudes across the school and these nurture the pupils' learning.
11. On visiting the school it is clearly evident that the staff of the school, teaching and non-teaching staff, enjoy working here. There is an unspoken and consistently shared expectation that pupils will be happy, successful and fully included, and that colleagues will be supported and united in their efforts to meet the pupils' varying needs.
12. This atmosphere of mutual endeavour and concern is readily apparent to the parents, governors and members of the community as they visit or work in the school. These positive reactions are noticed by the pupils from a young age, promoting their attitudes to school and to learning most strongly.
13. The pupils see hardworking, talented adults co-operating enjoyably and industriously together to address their day-to-day needs. The pupils learn at first-hand from the excellent adult role models and develop a willingness to respond. The warmth of this inter-personal contact promotes excellent relationships and very positive attitudes to school and these have a very beneficial effect on the pupils' learning.
14. The youngest children in the Reception class appreciate the warm reaction from the teacher and support assistant to their observations and comments. They respond willingly in whole-class discussions knowing that their contributions are valued. They develop the confidence to explore ideas further in these large groups which are often daunting to children in other locations. For example, religious studies are enriched by the children's exuberant ideas about why Moses' basket was able to float in the bull-rushes.
15. Older pupils in the Years 1 and 2 class readily offer their 'five special words' in their writing tasks, again knowing that the teacher will respond supportively to their efforts. These 'trusting relationships' are further utilised in the Years 3 and 4 class. During history, for example, when studying village census data collected during Victorian times, pupils were asked to speculate why some residents had moved homes over a period of ten years. This was quite a difficult concept for pupils of this age and one that required some speculative responses. The pupils happily provided them knowing that the teacher would use their ideas positively to promote learning, and assured that even if wrong the teacher would ensure no embarrassment.

16. Such confidence and excitement for new learning is also strongly evident when pupils are using the computers, during lessons and during the after-school computer club. The teachers, learning support assistants and adult helpers encourage the pupils to explore the options provided by information and communication technology (ICT). In response pupils use the computers with respect, explore the keyboard and tool bar options with care and excitement knowing that help is at hand, both to reassure, re-direct or teach warmly. The pupils are learning ICT skills rapidly, for example, Year 3 and 4 pupils in the computer club and teachers updating their class skills were acquiring quite advanced control skills as they moved pictures around the screen to model and design moving patterns.
17. This climate of mutual respect and of 'learning together' is strongly encouraged by the headteacher and makes a powerful contribution to the quality of the pupils' work and ensures very good achievement in relation to their prior attainment.
18. Warm relationships and valuing the pupils' efforts are key principles underlying the specialist provision for pupils with special educational needs and for potentially higher attaining pupils. During group work, for example, learning support assistants and teachers are equally successful in raising the pupils' confidence to levels that enable them to attempt new concepts in literacy and numeracy very successfully.
19. Observations of the everyday life of the school show the consistency of the caring provision across the whole school and this is a significant strength. Expectations of good effort and achievement are shared with all parties and the vast majority of the pupils responds positively, try to please and give of their best.

**The outstanding leadership by the headteacher, excellent teamwork with colleagues and very good support of governors and parents ensure that all pupils are encouraged and have the opportunity to achieve as well as they can.**

20. The headteacher leads by example, and the excellent way in which she manages the school and nurtures the highly effective team spirit of all staff enables them to make an extremely positive contribution to the direction and success of the school. Much of the school's success stems from her willingness to work closely with staff and governors to pursue the school's shared aims. The headteacher observes lessons on a regular basis. She gives perceptive feedback to encourage and spread good practice and to establish high expectations. These have a positive effect on the quality of the teaching and learning across the school.
21. She empowers all staff to take a full part in the day-to-day functioning and management of the school. Staff and governors are fully involved in helping to plot the future direction of the school through a detailed school development plan. Decisions are clearly informed by the sharing of ideas and information. The significant improvement in the quality of the planned curriculum since the last inspection is an example of the enriched pupils' learning stemming from this sharing of expertise and responsibility.
22. All staff express their agreement with the way they are consulted and included in discussion. They clearly share a strong feeling of collective responsibility and job satisfaction. The teachers share the responsibilities for co-ordinating subjects. They work effectively as a staff team and consult with each other and support each other on a day-to-day basis. This corporate approach is highly successful in promoting very effective teamwork for the benefit of the pupils' learning. It is also highly effective in raising the teachers' expertise, for example in using and teaching ICT, in meeting the needs of young children and in providing appropriate challenges for all pupils from the range of prior attainments. This fully inclusive approach is seen in the successful group and individual support of pupils with special educational needs and in the high challenge offered to potentially higher attaining pupils.
23. The governors are very well organised and effective. They fulfil their statutory responsibilities diligently and are constantly striving to support the headteacher and to make the most of their wide-ranging skills and expertise. The governors work well with the headteacher and staff and are

keen to increase their effectiveness. They are active in seeking significant improvements to the school's accommodation. They use their wide expertise well in considering and achieving 'best value' particularly by supporting the headteacher and staff in maintaining pupils' achievement across the full range of subjects. In addition several governors visit and work in school on a regular basis extending the learning opportunities offered to the pupils, for example, in reading, using ICT and in sport.

24. The school has very effective mechanisms for monitoring and evaluating its performance in terms of meeting the pupils' needs and in providing a first class education. These are informed by detailed and regular assessments of the pupils' work and achievement completed by the staff of the school. In full consultation with the pupils and their parents, the teachers set clear and appropriately challenging targets for the pupils and use them successfully to help pupils to achieve their best.
25. When interviewed, all members of the school community, including the pupils themselves, immediately identified the warm, friendly relationships, the welcoming Christian ethos and the strong sense of belonging promoted by the headteacher and staff, as the key aspects in helping all pupils to do as well as they are able.

**The very successfully planned and taught curriculum, including the much improved curriculum for children in the Foundation Stage, is a significant strength that helps all pupils, across the range of prior attainments, to achieve very well in relation to their prior attainment, by the time they leave the school.**

26. With excellent direction from the headteacher, the teachers have worked productively in recent years to establish a curriculum that enables the pupils to develop their skills progressively as they move through the school. The new Foundation Curriculum is fully in place for children in their Reception Year and the children are presented with the full range of the recommended areas of learning. Literacy and numeracy strategies are implemented most successfully in the different classes and all subjects are supported by detailed schemes of work. The school uses guidance from the Qualifications and Curriculum Authority's (QCA) schemes of work very effectively and has established a very good curriculum.
27. The teachers, in close co-operation with their assistants, plan this curriculum framework in detail over the long, medium and short term and it is taught consistently and most effectively in all classes. As a consequence, observations of lessons clearly show that the pupils build systematically on their previous learning and acquire and improve skills such as speaking and listening, reading, writing, using and applying number and investigation, progressively as they move through the school.
28. The headteacher and governors have very accurate strategies for measuring pupils' levels of attainment and assessing needs. They are skilled at analysing assessment results and at tracking individual achievement. They use the information to establish a strong, inclusive curriculum, relevant to the pupils' needs and are particularly effective, in the main, in matching the right level of challenge to individual pupils. This promotes effective learning. Very occasionally the challenge is a little too high and learning is good rather than very good. This occurred, for example, in history and literacy lessons in Years 3 and 4. Overall, however, learning is successful because the teachers use their knowledge of individual children to plan a precise curriculum. This enables them to motivate and interest the children enabling them to learn successfully. In addition the teachers set appropriate individual performance targets and measure the value added by the school. This setting of specific targets is very effective and, for example, was a key factor in promoting high standards in writing during a Years 1 and 2 English lesson.
29. The curriculum is broad and balanced and relevant and caters extremely well for the wide range in pupils' interests and prior attainments. Very good extra-curricular activities, very strong strategies for teaching literacy and numeracy and the increasing beneficial use of ICT enrich the curriculum provided and support the pupils' learning most productively. Considering its small size and its type, being a school for pupils aged between four and nine, the school offers a wide range of

educational and social after-school clubs. These include various sports, music and performance activities as well as a computer club. Several members of the local community aid the staff, governors and parents, in providing these opportunities and these enrich the pupils' skills, attitudes and relationships and enjoyment of learning.

## **WHAT COULD BE IMPROVED**

### **Although improved since the last inspection, the accommodation remains unsatisfactory.**

30. The school lacks a hall for physical education and whole school gatherings such as assemblies, collective worship and parents' meetings. This restricts the quality and enrichment that these activities can bring to the pupils' learning.' The facilities for administration and for outdoor play lack space, further inhibiting the work of the school.
31. The staff work hard to limit these restrictions to the pupils' learning. The accommodation has been significantly improved since the last inspection by the addition of a library/ICT room and a shared staff/pupil activity area. These have increased the opportunities for pupils to follow independent approaches to learning when using the library and ICT suite. The increased space provided by the library/ICT room also provides space for whole class assembly – a convenient location for it overcomes the inconvenience of having to clear furniture in classrooms to create a big enough space. Unfortunately the library/ICT room is not sufficient to accommodate all staff with the pupils nor does it provide sufficient room for visitors to attend in numbers. This limits the richness of assemblies and collective worship that could otherwise be provided.
32. In the absence of a school hall, the school is diligent in meeting the requirements of the National Curriculum, by providing gymnastics activity at the village hall. Unfortunately, even though the school transports the pupils by coach, teaching time is still reduced and the amount of apparatus and space in the village hall is limited for the older pupils. In addition, outdoor activity is restricted due to the small size of the playground. This is alleviated to some extent by the separate playtimes for younger children but this reduces the social advantages of younger and older pupils playing together.
33. In order to improve the provision and to raise all the activities in the school to the same high quality, the headteacher and governors have set up a 'School Project Fund'. The school is prudently carrying forward 12.2 per cent of its budget to resource new 'facilities'. The intention is to raise sufficient capital to build an extension that will provide a school hall with improved administrative and library areas and additional teaching, staff and medical facilities. The pupils' access to the garden area will also be improved, increasing the outdoor play areas available to them. The inspection team fully supports the school's efforts to improve the quality of the accommodation and consider that the detailed plans submitted for public support and consultation will, if constructed, address these deficiencies most effectively.

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

34. In the context of the school's many strengths and in order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors, headteacher and staff should:

- \*continue to seek improvements to the accommodation provided (as referred to in paragraphs 31, 32 and 33).

\*already identified as a priority within the school's development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	11
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
Number	0	7	4	0	0	0	0
Percentage	0	64	36	0	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 nine percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	70
Number of full-time pupils known to be eligible for free school meals	N/A	1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y4
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	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	1
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	3.6

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.4
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National comparative data	0.5
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*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			17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	88 (81)	94 (94)	94 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	88 (88)	94 (88)	94 (88)
	National	85 (84)	89 (88)	89 (88)

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

Figures are omitted because the number of boys and the number of girls are both less than 11.

**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	61
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– Y4**

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	22
Average class size	23

**Education support staff: YR– Y4**

Total number of education support staff	7
Total aggregate hours worked per week	86.53

**Financial information**

Financial year	2000-2001
	£
Total income	193,062
Total expenditure	186,164
Expenditure per pupil	2,386
Balance brought forward from previous year	16,677
Balance carried forward to next year	23,575

**Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	32

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	3	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	84	12	0	0	4
My child gets the right amount of work to do at home.	59	34	3	0	4
The teaching is good.	84	12	0	0	4
I am kept well informed about how my child is getting on.	47	44	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	6	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	69	25	6	0	0
The school is well led and managed.	84	12	0	0	4
The school is helping my child become mature and responsible.	72	19	0	0	9
The school provides an interesting range of activities outside lessons.	59	38	0	0	3

### Other issues raised by parents

The vast majority of parents who expressed a view either at the meeting with the registered inspector or in their responses to the questionnaire, described the school as excellent, stated that it is consistently looking to improve, and offered the school's provision for both pupils with special educational needs and for potentially higher attainers, as clear examples of the strong provision.