

INSPECTION REPORT

SPAXTON C of E PRIMARY SCHOOL

Spaxton, Bridgwater

LEA area: Somerset

Unique reference number: 123790

Headteacher: Mrs Jane Bellamy

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 7th – 8th May 2002

Inspection number: 195631

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 Controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: High Street
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Bridgwater
Somerset

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Appropriate authority: The Governing Body
Name of chair of governors: Mr Neil Galloway

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

Spaxton C of E Primary School is smaller than average and has 82 pupils aged from four to 11 years, with almost an equal number of boys and girls. Pupils are organised into three classes with an average of 27. Only one pupil is from a home with English as an additional language. There have been no exclusions. The number of pupils on the register of special educational needs is 19, which, at 23 per cent, is close to the national average. One pupil has a statement of special educational needs under the terms of the DfES Code of Practice¹ which, at 1.2 per cent, is close to the national average. Fifteen pupils have free school meals, or 19 per cent, and this is close to the national average. The number of pupils joining and leaving the school, other than at the usual time, is not a significant factor. Attendance levels are good. Authorised and unauthorised absence are both less than the national averages. Assessment of children on entry to the reception class (Foundation Stage²) shows that most are above the expected levels for the local education authority. All children attend some form of pre-school group before entry. A new headteacher has been appointed since the previous inspection, and classes and teachers have been reorganised. All changes have had a positive impact. The school is in an area of great scenic beauty, and has strong community links.

HOW GOOD THE SCHOOL IS

Spaxton C of E Primary School is most effective at providing a very good and enriching education for its pupils. Pupils make good progress in their learning. Standards of attainment have improved and, by the end of Year 6, most pupils reach standards that are well above the national averages in mathematics and science, with standards in speaking and listening, reading and information and communication technology (ICT) being above average. Although pupils' writing is satisfactory, it is of a lower standard than their mathematics and science by the age of 11. Standards in religious education meet the requirements of the locally agreed syllabus. Teaching is always good. Occasionally, it is very good. All pupils are fully included in an enriching range of very good learning opportunities as well as in a varied extracurricular programme. Many worthwhile initiatives have been implemented, particularly the stimulating new outdoor activities to ensure good inclusion of all pupils' potential. There has been very good improvement since the previous inspection, and the school gives very good value for money.

What the school does well

- Standards in mathematics and science are well above average by the age of 11, and they are above average overall in English and information and communication technology.
- Provision for the reception class, and induction arrangements for new pupils and their parents, are very good.
- Teaching is good, occasionally it is very good.
- The very good relationships, attitudes, behaviour and social development are ensured through the extracurricular enrichment and good support given by all staff.
- The leadership of the headteacher is very good, purposeful and imaginative; and is supported by the decisive action of the governing body in order to meet targets.
- The very good community links and parental support make strong contributions to the school's ethos.

¹ The Department for Education and Skills gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

² The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

What could be improved

- Standards in pupils' writing are not as good as standards of reading, mathematics and science.
- There are inconsistencies in the use of homework from class to class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

All the issues from the previous inspection in May 1997 have been rectified. National Literacy and Numeracy Strategies have been implemented successfully, but pupils' writing remains a focus for improvement, which the school recognises. The reorganisation of classes and teachers has been successful. There has been new leadership and provision for ICT, and standards have risen. Programmes of study for the National Curriculum now have detailed planning for progression of skills, and monitoring and evaluation of planning, teaching and learning have improved. A very good induction programme has been introduced for children entering reception. A new outdoor learning environment provides an exciting stimulus for pupils' enrichment. Playtime and lunchtime behaviour is carefully monitored and has improved. A performance management cycle for staff is well established.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	C	C
Mathematics	B	A	A	A*
Science	A	C	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Very small numbers in Year 6 means that some care must be taken when comparing the school's year-on-year results of National Curriculum tests. Trends over time at the end of Year 2, from 1999 to 2001 show that reading, writing and mathematics exceeded the national averages and were rising. At the end of Year 6, trends over five years (1997 to 2001) show the school above the national average and improving in English, mathematics and science. In 2001, writing results in Year 6, although average, were not as good as reading, mathematics and science. Higher attaining pupils' results are generally very good and reflect high challenges. Pupils with special educational needs show good progress in learning. Results reflect a fully inclusive school, where all pupils are given very good opportunities to reach their potential. There is no significant difference in the performance of boys and girls.

Current standards show that pupils are well above average in Year 6 in mathematics and science. Reading results and standards in ICT are above average. Standards in writing, although satisfactory overall, are not as good as mathematics or science. In Year 2, standards are above average in reading, mathematics, science and ICT, with very good strengths in investigational activities. Writing attainment is close to national averages. In

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

reception, children make good progress and attain above the Early Learning Goals⁴ in all areas of learning. In other year groups, pupils make good progress in learning. Literacy standards throughout are stronger in reading than writing, but pupils' good research skills support work in other subjects. Numeracy standards are strong and significantly support work in other subjects, such as science and ICT. Due to very good assessment procedures, all pupils' needs are identified carefully, and there are very good opportunities and challenges to help pupils' good learning over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and happy to come to school and show very good levels of interest in lessons. They settle quickly to tasks and concentration is good. Many pupils are involved in the very good range of extracurricular activities that the school provides.
Behaviour, in and out of classrooms	Behaviour has improved significantly since the previous inspection and is very good. Improvements during the lunchtime are due to the stimulating range of activities and the outdoor provision introduced recently. No evidence was observed or found of any oppressive behaviour or bullying at the school.
Personal development and relationships	Relationships are very good. Pupils are mature, sensible and trustworthy and they contribute fully to the life of the school and community. Their personal development is good.
Attendance	Attendance levels are good. Authorised and unauthorised absences are both less than the averages for England.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Teaching has a strong impact on pupils' good learning. The quality of teaching during the inspection was always good. Very good teaching was observed throughout. Ten lessons were observed. Three were very good and seven were good. This is a positive picture and an improvement from the previous inspection. Very good teaching in reception ensures that all children maintain the high standards on entry, improve, and reach above the Early Learning Goals by the beginning of Year 1. The teaching of the National Literacy and Numeracy Strategies is good with very good features in the teaching of reading and number work. The school is making the improvement of teaching writing a focus this year, due to standards being lower than reading, mathematics and science. The teaching of pupils with special educational needs is good so that these pupils make good progress towards their individual

⁴ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

targets, often achieving the expected levels nationally in reading. Higher attaining pupils are strongly challenged in most aspects of their work due to their targets in lessons being well matched to their needs. The teaching of investigations in mathematics and science is particularly strong. Teachers link themes between subjects positively, so that pupils' skills are often reinforced and built upon across the curriculum. Teaching of ICT is good. This results in pupils confident in the use of computers. Marking is consistent and gives clear guidance for pupils to improve. Assessment procedures are thorough and usefully inform teachers' planning of lessons. Teachers have high expectations of pupils' achievements and behaviour so that high standards are maintained. Very effective methods ensure that lessons are interesting and buzz with focused imagination. Teaching assistants have received good training and offer much worthwhile support for pupils during lessons and away from the classroom, for example, in the ICT suite. An area for development is the better planning and use of homework so that parents are better informed about their children's progress, and to ensure that all teachers use a consistent approach.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good and meet statutory requirements. There is meaningful linking of subjects when planning the progression of pupils' skills. Activities are imaginative and relevant, and all pupils are fully included in an enriching range of experiences. Provision for extracurricular activities is very good.
Provision for pupils with special educational needs	All pupils with special educational needs are welcomed and make good progress because of the high quality of support available. Pupils have full and equal opportunities to all the experiences the school offers.
Provision for pupils with English as an additional language	A pupil from the Ukraine has adapted successfully to schooling in England due largely to the initial extra help provided by the local education authority for learning English, and the warm welcome given by pupils and staff. Inspectors observed that the pupil was interested and animated in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The successful promotion of very good spiritual and social development ensures that pupils are enriched personally. The many activities during the school day and when discussions and visits take place, increase the good moral and cultural development for pupils. The school's ethos is warm and welcoming.
How well the school cares for its pupils	Pupils receive good support and guidance as they mature, and they are confident to approach adults with any concerns. The positive and supportive ethos ensures that pupils' learning is strongly progressive. All staff work hard to maintain a safe, clean and happy environment. Procedures for assessing pupils' attainment and progress are very good, as is the analysis of assessment information to guide the whole school. The need to improve pupils' writing to match the higher standards of reading, mathematics and science, has been identified through such analysis.

The overwhelming majority of parents consider that the school is very good and that teachers are very approachable. The school's partnership with parents is very good and parents are very appreciative of the very good induction arrangements when children begin school. Parents are accurately informed about their children by the school. Parents contribute significantly to the school through voluntary help and funding raising.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is imaginative, purposeful and gives very good educational leadership. She has a high teaching commitment and is industrious in all aspects of her responsibilities, receiving good support from her teachers and all staff. The delegation of duties is clear and the performance management cycle for staff is very good so that professional development is of a high standard. The contribution of staff with managerial and subject responsibilities is strong. New, worthwhile initiatives are being managed very successfully.
How well the governors fulfil their responsibilities	There is good leadership in shaping the direction of the school and very good action to meet the school's targets. The astute chair of governors gives regular and good support particularly for ICT and special educational needs. Governors are good at fulfilling their statutory duties. All statutory requirements are met.
The school's evaluation of its performance	The school's improvement plan identifies clearly the priorities for development from a thorough evaluation of strengths and needs. The school has taken quick action over all the previous report's issues and created strengths out of former weaknesses.
The strategic use of resources	The school uses all its resources most effectively. There is good use of specific grants. There have been savings made in the new forthcoming budget plans. Despite certain constraints, the accommodation is used to its maximum. The site has been expanded and imaginatively improved. Best value principles are applied regularly and the school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are keen and happy to come to school. • Staff care for pupils and are approachable. • Communication and home/school links are good. • The induction programme for new children. • The balance between the day-to-day routines and Christian values. • Interesting range of extracurricular activities. • The school is led and managed well. • Very good improvements to outdoor provision. 	<ul style="list-style-type: none"> • Accommodation. • The school's inconsistent approach to homework.

Inspectors agree with what pleases parents. They consider that parents have given very good support in providing computers and extra outdoor provision. Inspectors agree that the hall and Class 3 would benefit from enlargement. Plans are well advanced by the local education authority to replace Class 3, but funding for a bigger school hall is beyond the reach of the school's finances without the help of the local education authority. Inspectors agree that the consistency of homework varies from class to class, and needs improving.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'Standards in mathematics and science are well above average by the age of 11, and they are above average overall in English and information and communication technology.'

1. Compared to the 2001 national benchmarks for all schools and for schools in similar contexts, the school's performance in mathematics and science tests was well above average. The proportion of pupils reaching the higher Level 5 in the national tests was much higher than normal. Current Year 6 pupils show similar standards. Current Year 2 pupils have above average standards in mathematics and science. Pupils' learning in all year groups is good.

2. In mathematics, by the end of Year 2, pupils have a strong understanding of the value of each digit in larger numbers. They order numbers to 1000 correctly and their investigations into the patterns of numbers to 100 are good. Pupils add and subtract numbers accurately to 20 and understand multiplication and division. Their measuring in centimetres and metres, and knowledge of two-dimensional and three-dimensional shapes is good. Fractions of numbers and of a whole, are known securely and pupils handle coinage correctly up to one pound. Analogue time is matched correctly to digital time. When investigating, pupils handle data and collate their findings precisely.

3. By the end of Year 6, pupils use all four operations with a high degree of accuracy when solving problems and investigating. A high proportion of pupils are very secure when recording in long division. Pupils use a good range of investigations and predictions, using decimals and percentages accurately. Knowledge of factors and fractions is good. Proficiency in measurement is very good for length, volume and capacity. Pupils measure angles correctly, know how to solve problems in perimeter and area, and have success with rotational symmetry. A significant number of pupils have success with using digital time and timetables. The breadth of the programmes of study is good and pupils respond well to high challenges. For instance, the school has successfully entered the Wellington Schools' Maths Challenge over the past year.

4. By the end of Year 2, in science, pupils have a good knowledge of the forces of water through their investigations in making a force using plastic bottles, large nail, hammer and masking tape, and by floating and sinking different objects. They have accurate understanding of the uses of electricity in the home and of objects that conduct electricity. They know that electricity gives heat, light, sound and movement. Through a project on healthy living, pupils value the use of hygiene, exercise and food, and collect the data from their investigations on to a table, using a formula to analyse it correctly. In their investigations into magnets of the same size, pupils question whether they are the same strength. They correctly ascertain which materials are magnetic. When experimenting with forces, they draw their own conclusions, as one pupil reflected: "When I stretch it (an elastic band) a little more, I feel a big pull. I see a much longer and thinner band."

5. By the end of Year 6, pupils have learnt how to predict, investigate and conclude from their findings in science lessons. They enter repeat readings onto a table about forces and

analyse any similarities and differences with very good confidence. They have a very secure knowledge of living cells, life processes and parts of the human body. They have made very good investigations about the properties of materials, both natural and synthetic, and in their studies of direction and friction pupils conclude, "When nothing moves, forces are balanced." Pupils have completed a good investigation on sound using ICT sensors. When separating mixtures, they have investigated well, using sieving, straining, decanting, filtering and evaporating. In addition, pupils have a very good understanding of light and the solar system. Very good enrichment opportunities have helped to raise standards. For example, pupils have participated in science and engineering challenges with local schools, attending a secondary school for a whole day. In 2001, pupils won a local engineering challenge and went on to compete in the regional final.

6. Although English writing overall is close to national averages, current pupils' standards in reading are high. Pupils read enthusiastically with good expression and full understanding of the printed word. Pupils are able to discuss plot, characterisation and features of narration in stories. Their prediction of events and awareness of recurrent themes by individual authors, are very secure by the end of Year 6. Older pupils have good extended research skills, using the contents and index pages of books confidently. They use dictionaries competently and know about the school's library classification. Phonic skills (associating sounds with letters) and building syllables are good. In Years 3 to 6, the good higher reading skills of skimming and scanning help pupils in their research in other subjects, such as science, history and geography.

7. Standards in information and communication technology are above the expected levels nationally. By Year 6, pupils combine text and graphics in a multimedia presentation. Pictures are scanned and added to pages with connections made between pages. In addition, pupils can add animation and sound to a presentation, if appropriate. Modelling is good when pupils explore simulations through commercial programs. Pupils have learnt how to create, test, modify and store instructions to control the movements of a floor robot. They make good progress in learning from Year 1 when they move a 'Roamer' forwards, backwards and to the left or right, to Year 6 when they have to programme repeated sequences of instructions. Pupils have good competence in controlling simple devices, such as buzzers, small motors and lights, using basic control boxes. When monitoring environmental conditions and changes using sensing equipment, most use equipment to record noise and produce and label a graph on screen to indicate the changes taking place. With permission, pupils are competent at using the Internet.

'Provision for the reception class, and induction arrangements for new pupils and their parents, are very good.'

8. An appropriate 'early years' philosophy has been established and all planning in reception is based on the Early Learning Goals. Children enter reception in the academic year of their fifth birthday, initially on a part-time basis. They attend full time after a few weeks, following a very good induction programme. Parents are offered home visits by staff, before children start school. Teachers visit playgroups and children visit school. Children are offered a staggered start to each induction arrangement. Prior to children starting at the school, parents have a meeting with staff and are given useful information about how they can help their children to make a smooth start to their education. In addition, meetings are arranged with parents to explain the assessment procedures of the local education authority for children on entry, at the beginning of the autumn term. Children are re-assessed mid-year and their progress and targets are recorded throughout the year.

9. The new reception classroom layout is a result of a great deal of effort. The outside learning environment has been greatly improved and is a most stimulating area for young children to experience, with its willow 'tepee', garden, playhouse and paved area for wheeled toys. Two teachers share the responsibility for the class over the week, taking turns in

teaching on the school days. They meet regularly, involving teaching assistants, to discuss the children's progress and to plan activities for the term and lessons. Learning objectives are closely shared and resources are prepared jointly by teachers. The level of support and care is very good and children's standards are maintained above the expected levels, and improved upon. This very good provision results in happy, confident children, with good achievement in learning.

'Teaching is good, occasionally it is very good.'

10. The quality of teaching is always at least good. Very good teaching was seen throughout the school. Teaching impacts strongly on pupils' good learning, resulting in pupils' high academic standards and very good confidence. Strengths in teaching are in reception and in Year 1, and in teaching speaking and listening, reading, mathematics, science and ICT. The quality of discussion in lessons is high, contributing significantly to pupils' understanding. Teachers' expertise reflects their very good knowledge of subjects, particularly in literacy, numeracy, mathematics, science and ICT. A positive feature of the teaching is the high expectations teachers have of pupils' academic performance, investigational skills and behaviour.

11. Teachers plan carefully together so that all pupils have equal opportunities to access the school's curriculum. They ensure that lessons are interesting and relevant and that the tasks are well matched to pupils' ages and their needs. The management of pupils is skilful so that pupils are eager to try hard and to behave responsibly. Procedures for assessing pupils are thorough and teachers make a very good analysis of results and data in order to plan comprehensively for the progression of skills within the programmes of study and plans for the term. Teaching assistants and resources are used very successfully to support pupils' learning. There is very good implementation of the National Numeracy Strategy. The reading aspect of the National Literacy Strategy is implemented to a high standard. Particularly strong are the very close links made between subjects, so that learning is strongly reinforced and made meaningful. Displays are colourful and interactive with questions to initiate thoughtful responses. Staff work hard as a team, offering good support to each other and to pupils, resulting in improving learning and enthusiastic attitudes.

'The very good relationships, attitudes, behaviour and social development are ensured through the extracurricular enrichment and good support given by all staff.'

12. The school is a harmonious community based on trusting and respectful relationships where everyone is highly valued. Personal contributions are received with respect. As a result, an effective learning environment is ensured. The procedures for encouraging good behaviour are known well by pupils and pupils are proud to participate in the school's rewards systems, culminating in celebration ceremonies where individuals and groups are publicly acknowledged. All staff work hard to provide friendly, caring support, resulting in confident pupils willing to help each other and to acknowledge the successes of others. Pupils take their duties seriously and are proud to belong to teams representing the school in sports. The school places good emphasis on 'circle time' when pupils discuss a variety of views whilst seated in a circle. These sessions take place after school as well.

13. There are very good planned activities to enrich the curriculum and to ensure that all pupils, boys and girls, are included in school ventures. For the past three years, pupils have participated in a local children's Parliament in Taunton, presenting an environmental issue to an audience. The school's team has been highly commended in the event. The school participates in the village show in August and pupils have contributed to the new Village Plan by answering questionnaires. Pupils belong to the Junior Village Football Club and have helped to plant a meadow. Pupils have visited and sung at Hinkley Point and visited the church. Pupils have a theatre visit at least once a year; the most recent being a visit to Street to see 'The Borrowers' enacted. Visitors have provided good support through parents reading

stories in book week, a talk about life in Indonesia, the vicar visiting weekly, a sculptor helping to create a willow sculpture, and a theatre group to help writing and scripting. In the past, pupils have been on residential trips to Kingswood, the Isle of Wight and to Ironbridge. In addition, pupils have participated in annual musical workshops with a group of schools. For example, last year, pupils participated in a 'Song and Samba Showcase' run by a local musician. Such open opportunities for pupils to take part in these activities help develop their self-esteem and make a significant contribution to their personal development.

'The leadership of the headteacher is very good, purposeful and imaginative; and is supported by the decisive action of the governing body in order to meet targets.'

14. The headteacher is highly regarded by staff, governors and parents. Since her appointment, the delegation of staff to managerial responsibility is clear and well managed. Monitoring of planning, pupils' work and of teaching is good. The headteacher is strongly committed to making good provision for pupils with special educational needs and has the good support of the chair of governors in this aspect. The school is very positive in its approach to the inclusion of all pupils, irrespective of their needs. This results in open acceptance of individuals.

15. The governing body is good in fulfilling its statutory duties and in shaping the direction of the school. Governors have good expertise and show obvious commitment to the school's aims, development and Christian ethos. The action taken to meet targets is decisive and based on a thorough evaluation of the school's strengths and needs through its school improvement plan. Worthwhile initiatives have been implemented since the previous report. These include:

- The good implementation of the National Strategies for Literacy and Numeracy.
- The successful reorganisation of classes and teachers.
- The good development of information and communication technology due to strong leadership and provision.
- Programmes of study of the National Curriculum now have detailed planning for progression of skills.
- The improvement of monitoring and evaluation by staff and governors.
- The reorganisation of the reception year and Years 1 and 2 has ensured more effective reading and a very good induction programme.
- A new outdoor learning environment is exciting, and encourages pupils' interests.
- Playtime and lunchtime behaviour has improved with better facilities on offer.
- The performance management cycle of staff is well established.

16. The headteacher, staff and governors have worked hard to reinforce strongly the good ethos of the school through the very good respect for individual differences and sensitively arranged daily services. Opportunities for collective worship are regular and based firmly on the Christian faith. The quality of quiet time for prayer and inner reflection is unhurried and transforming. It promotes a fine awareness of our beautiful world, of God, of the unity underlying all people and a growth in personal insight. Pupils gain very good insight into their own responses, relationships and the spiritual beliefs of their own and other cultures.

'The very good community links and parental support make strong contributions to the school's ethos.'

17. Parents support the school very well and have very positive views of the school and the education it provides. This was reflected in the positive comments at the parents' meetings and the satisfaction shown overall through the parents' replies on the Ofsted questionnaires. The arrangements made to integrate new parents and pupils into the school are very good. Parents help during, and out of school, as well as raising substantial funding for projects such as provision for the outdoor learning environment, and extra computers for the ICT

suite. As established elsewhere in the report, the strong community links enrich the curriculum provision and ensure that all pupils, both boys and girls, are included in a wide variety of learning opportunities. Parents are happy that the school provides good opportunities so that they can voice their concerns, if necessary.

WHAT COULD BE IMPROVED

‘Standards in pupils’ writing are not as good as standards of reading, mathematics and science.’

18. The school has already identified that pupils’ writing is an area for further improvement. By the end of Year 6, English standards are above the national average in reading, but writing attainment is below that of reading, mathematics and science. Spelling and handwriting are good, with evidence of good phonic building and fluency with letter joins. Factual writing is of an acceptable standard and used well in other subjects, such as science, history and geography. Pupils explain their findings clearly.

19. Areas for development are to improve pupils’ writing style. More imaginative sentences are required with greater use of connectives to produce complex sentences. Insufficient use is made of poetry writing to encourage sharper imagery, and a play on sounds. Opportunities are lacking to enrich pupils’ vocabulary through dictionary work, or to provide more extended writing sessions so that pupils have sufficient time to refine their paragraphing and stories.

‘There are inconsistencies in the use of homework from class to class.’

20. The consistency of homework procedures is not fully established and varies from class to class. Twenty-seven per cent of Ofsted questionnaires returned by parents had concerns over homework. Inspectors found that the amount and degree of difficulty of homework given did not increase sufficiently, depending on pupils’ ages. The consistency of when homework was set was unclear and varied from class to class. The arrangements for collecting homework and returning it to parents caused confusion. This is unsatisfactory. Although homework was often marked, it was sometimes filed, rather than returned, making it difficult for parents to track whether their children had handed in the homework, or whether they had had difficulties with it and, therefore, were in need of further support. Inspectors consider that homework provision would be improved if it was collated in books which could be returned home. In addition, further clearer guidance is needed to explain, in detail, how much is set, when the homework is to be returned to school, and when it will be sent back home.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to address effectively the issues of the report, the headteacher, staff and governing body, in conjunction with the local education authority, should:

- Improve standards in writing in Years 2 to 6 by:
 - Enlarging pupils' repertoire for writing for different purposes and audiences;
 - Increasing the opportunities for more imaginative sentence writing with greater use of connectives for compound sentences;
 - Increasing the opportunities for poetry writing to heighten awareness of sharper imagery and a play on sounds;
 - Increasing the opportunities to enrich pupils' vocabulary through further dictionary work;
 - Providing more extended writing sessions so that pupils have sufficient time to refine their paragraphing and stories.

- Improve the homework provision by:
 - Ensuring greater consistency, and clarity for parents, over when homework is set and when it is to be returned;
 - Collating the homework more uniformly in books to help parents track their children's progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	7	0	0	0	0
Percentage	0	30	70	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 ten 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)	82
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.75
National comparative data	5.6

Unauthorised absence

	%
School data	0.06
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	91 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	100 (100)	91 (100)	100 (100)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	64 (94)	91 (83)	91 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	82 (88)	82 (89)	100 (89)
	National	72 (70)	74 (72)	82 (79)

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

In order to protect pupils' confidentiality, and because the number of girls and boys at the end of Year 2 and Year 6, is less than 10, the above tables do not show the separate figures for girls and boys.

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	81
Any other minority ethnic group	1

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)	3.4
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	128

FTE means full-time equivalent

Financial information

Financial year	2001/2002
	£
Total income	213,907
Total expenditure	221,695
Expenditure per pupil	2,771
Balance brought forward from previous year	13,139
Balance carried forward to next year	5,351

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	80
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.	51	41	8	0	0
My child is making good progress in school.	35	54	11	0	0
Behaviour in the school is good.	43	54	0	0	3
My child gets the right amount of work to do at home.	24	49	16	11	0
The teaching is good.	59	32	5	3	0
I am kept well informed about how my child is getting on.	43	41	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	16	8	3	0
The school expects my child to work hard and achieve his or her best.	51	46	0	3	0
The school works closely with parents.	54	32	11	3	0
The school is well led and managed.	81	11	3	3	3
The school is helping my child become mature and responsible.	51	43	0	3	3
The school provides an interesting range of activities outside lessons.	43	49	3	0	5