

## INSPECTION REPORT

**ALPINGTON AND BERGH APTON VA CHURCH OF  
ENGLAND PRIMARY SCHOOL**

Alpington, Norwich

LEA area: Norfolk

Unique reference number: 121147

Headteacher: Mr N.Henery

Reporting inspector: Mrs A.J.Pangbourne  
23818

Dates of inspection: 5<sup>th</sup>-7<sup>th</sup> March 2001

Inspection number: 195714

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Wheel Road Alpington Norwich Norfolk
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs L. Taylor
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Alpington and Bergh Apton Voluntary Aided Church of England Primary School is situated in the village of Alpington near Norwich. It draws its pupils mainly from the village and from neighbouring villages, but some pupils travel to the school from further afield. Most pupils come from owner occupied households. Children's attainments on entry are broadly average, but personal and social skills are well developed. At the time of the inspection, there were 117 pupils on roll. There were 27 pupils with special educational needs. This is above average. No pupils have statements of special educational needs. There are eighteen per cent more boys than girls. There are no pupils from ethnic heritages, which is well below the national picture. The socio economic circumstances of the pupils are above average with three per cent entitled to a free school meal, which is well below average.

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

This is an effective school with many good features. Attainment on entry is broadly average for most children and they attain well above average standards by the time they leave the school at the age of eleven. This is because the quality of teaching is good and the organisation of the curriculum for Key Stage 2 allows for pupils to be taught in smaller groups for English and mathematics for one day each week. Pupils behave well and show very positive attitudes to their work. The headteacher, staff and governors work well together to continually improve standards. The school provides good value for money.

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

- Very effective use of funding provides sufficient teachers to enable pupils in the mixed age classes in Key Stage 2 to be taught in small single year group classes for English and mathematics once each week. This contributes to standards that are well above average in these subjects by the end of Key Stage 2 because work is very closely matched to their needs in these sessions.
- The school provides very good opportunities for personal, spiritual, moral, social and cultural development, successfully encouraging pupils to be responsible, to behave well and to get on very well together, particularly when working in groups.
- The quality of teaching is good and as a result, pupils make good gains in their learning.
- The new headteacher, governors and staff work well together, contributing positively to the success of the school.
- Standards in art and design are above national expectations by the end of both key stages because the subject is used effectively to support other areas of the curriculum and the school has worked hard to improve on the below average standards identified in the previous inspection.

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

- Standards in English are not as high as those in mathematics by the end of Key Stage 1 because tasks are not always sufficiently well matched to the needs of higher attaining pupils and some pupils lack confidence in using the skills that they have learned in the literacy hour in their individual reading.
- There is no written marking policy and consequently the use of marking is inconsistent across the school and does not always help pupils to improve their work.

*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 improvement since its previous inspection in 1997. Standards in the core subjects of English, mathematics and science, already high, have risen in line with national trends at the end of Key Stage 2. Standards at the end of Key Stage 1 are more variable depending on the number of pupils with special educational needs. The school has worked hard to successfully address all the issues pointed out in the previous inspection, significantly raising standards in art and design, completing schemes of work for all subjects and monitoring and evaluating teaching, learning and curriculum provision successfully. It has ensured that the needs of the youngest children in the school

are well met. The quality of teaching and learning has improved significantly. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of all pupils. The school is well placed to make further improvement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	A	A	B
Mathematics	A*	A	A	C
Science	A	A*	A*	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Note: the grade A\* means that the school's performance is in the highest five per cent of schools nationally.

The information shows that the performance of pupils in 2000 was well above average in English and mathematics and very high in science when compared to all schools. In comparison to similar schools, with up to eight per cent of pupils entitled to a free school meal, results were well above average in science, above average in English and average in mathematics. Results of National Curriculum tests for 2000 for Key Stage 1 were well above average in mathematics, average in reading and writing and above the expected level in science. The group of pupils taking the Key Stage 1 tests included a significant number with special educational needs in literacy. Given the small number of pupils in each year group, too much emphasis should not be placed on any one year's performance. However, taking the last three years together, standards at the end of Key Stage 2 have remained high and have risen in line with the national trend. The school has set challenging targets for the current year and is on course to meet them.

The work seen by the inspection team at the end of Key Stage 2 is of a similar standard to that shown by last year's test results. Pupils are achieving very well. At the end of Key Stage 1, standards are above the nationally expected level in mathematics and in line with national expectations in reading and writing. Pupils are achieving appropriately. Standards in mathematics are not quite as high as those in 2000 due to variations in the abilities of pupils in the small cohort. Standards in science at the end of Key Stage 1 were not investigated on this inspection. Standards are above national expectations in art and design by the end of both key stages and pupils are achieving well.

The school has an above average number of pupils with special educational needs and the attainment of most pupils is broadly average when they start school. By the end of Key Stage 1, standards are broadly in line with national expectations in English and pupils are achieving appropriately. Standards in mathematics exceed national expectations and pupils are achieving well in this subject. Progress accelerates in Key Stage 2 and pupils are achieving very well by the end of the key stage, where they reach standards that are well above those expected nationally.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and enjoy coming to school because they are offered interesting activities.
Behaviour, in and out of classrooms	Good. Most pupils behave well, are polite and courteous and show respect for property.
Personal development and relationships	Very good. Pupils use their initiative and act responsibly. They get on very well together and with all the adults in the school.
Attendance	Very good. It is well above the national average.

- The way in which pupils work together in groups and respect the views and efforts of others is a strength of the school. The attitudes and approach of pupils to their work was very good in over half the lessons and good in almost all others.

## TEACHING AND LEARNING

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

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

The quality of teaching was satisfactory or better in 100 per cent of lessons. Eighty one per cent of lessons were good or better with 37 per cent being very good. Taking all factors into account, the quality of teaching is good overall and leads to good learning. It has improved significantly since the previous inspection, where six per cent of the teaching was unsatisfactory and there was no very good teaching. Examples of good teaching were seen for pupils in each class. English and mathematics are well taught across the school, with examples of very good teaching in English in Key Stage 2. Literacy and numeracy are also taught well because teachers have a good understanding of how to teach these skills. The quality of teaching is highest for children in the Foundation Stage, where both lessons seen during the inspection were judged to be very good and children made very good gains in their learning. Strengths in the quality of teaching through the school include the use of challenging questions which extend learning, well planned tasks which meet the needs of all pupils and high expectations which encourage them to persevere. As a result, pupils make good gains in their learning. Teachers explain what pupils are going to learn in each lesson and consequently pupils have a good understanding of their own learning and work hard to succeed. What sometimes makes the difference between lessons that are satisfactory and those that are better is when pace slows or when pupils of different ages and abilities are offered tasks that are too similar. As a result, pupils do not make as many gains in their learning as they do in lessons where the quality of teaching is higher. At Key Stage 2, the school meets the needs of all pupils very well. At Key Stage 1, although work is well matched to the needs of pupils of different abilities in mathematics, this is not always the case in English where pupils of higher attainment are sometimes offered tasks which are too similar to those of average attainment.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A wide range of visits and visitors enriches it. There is a good emphasis on practical activities which are well linked to the pupils' own experiences.
Provision for pupils with special educational needs	Very good. Pupils receive very good quality support, both in class and when they are withdrawn for extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school effectively promotes collaborative and co-operative work, which has a positive impact on pupils' personal development. There is a very strong emphasis on cultural development with good links with other European countries.
How well the school cares for its pupils	The school cares for its pupils well. Teachers monitor pupils' progress closely and set targets for improvement.

- The curriculum meets statutory requirements. A particular strength is the way in which the school organises the curriculum in the mixed age classes in Key Stage 2 to enable pupils of the same age to be taught in small groups for English and mathematics each week. This means that tasks can be more closely matched to the needs of the pupils in these sessions and encourages very good relationships within peer groups.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the new headteacher, supported well by the deputy headteacher and senior staff. The headteacher has achieved much since his appointment, successfully evaluating the school's performance and developing initiatives to raise standards still further.
How well the governors fulfil their responsibilities	Good. The governors take an active and well-informed part in the management of the school.
The school's evaluation of its performance	Good. The school closely monitors its performance and takes steps to address any weaknesses. For example, it identified that last year pupils in Key Stage 1 did not do as well in English as they did in mathematics so this year, these pupils are being taught in a small class with extra support for those with literacy difficulties.
The strategic use of resources	Very good. The school uses funding designed to give extra support in literacy and numeracy very effectively to provide sufficient teachers to enable all pupils in the mixed age classes in Key Stage 2 to be taught in small groups each week. The generous provision for support staff also has a positive effect on pupils' attainment and progress.

- The headteacher, staff and governors work very closely together as an effective team. All share an enthusiasm and commitment to continue to move the school forward.
- The school makes very good use of its accommodation. However, there are several weaknesses. The hall is very small and limits opportunities for physical education. Office accommodation is cramped and is shared by the headteacher and the secretary. Access for parents is difficult due to its position in the building.

- The school applies the principles of best value to purchases very well and evaluates all spending very carefully.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children make good progress because they are expected to work hard.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• They can approach the school with questions or a problem.</li> <li>• Their children are well taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more extra curricular activities to be provided.</li> <li>• Some parents would like their children to have more homework while others would like less.</li> </ul>

The inspection team supports the positive views expressed by parents. With regard to their concerns, they found that the school provides a suitable amount of homework and that the range of extra curricular activities provided is similar to that found in other primary schools.

## **PART B: COMMENTARY**

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

**Very effective use of funding provides sufficient teachers to enable pupils in the mixed age classes in Key Stage 2 to be taught in small single year group classes for English and mathematics once each week. This contributes to standards that are well above average in these subjects by the end of Key Stage 2 because work is very closely matched to their needs in these sessions.**

1. In the National Curriculum tests for eleven-year-olds in 2000, pupils reached well above average standards in English and mathematics. Inspection evidence confirms these high standards and pupils are achieving very well by the time they leave the school.
2. One of the reasons why standards are so high is because the school takes particular care to ensure that activities are very well matched to the needs of all pupils. Due to the number on roll, pupils in Years 4, 5 and 6 are accommodated in two mixed age classes, with some Year 5 pupils in each class. As is usual in most primary schools, the school is allocated grants to support pupils needing extra help with literacy and numeracy in order to reach the expected level by the end of the key stage. The school uses this funding very effectively to the benefit of all pupils by employing extra teachers to enable all pupils in these mixed age classes to be taught literacy and numeracy skills in small separate year groups for one morning each week. The generous provision for classroom assistants also ensures that pupils receive a lot of individual attention. This means that tasks can be very closely matched to the needs of individuals, not only to those needing extra support. It also makes a positive contribution to the very good relationships amongst peer groups.
3. Good examples of this effective organisation were seen during the inspection. In the literacy hour, for example, pupils in Year 6 learned the importance of similes, metaphors, strong verbs and complex sentences as ingredients for good writing. The good ratio of adults to pupils meant that all pupils could make good gains in identifying these ingredients in a text about 'The Gorgon's Head'. As a result, pupils learned that using the word 'shuttered' in text such as 'his stone hand shuttered his stone eyes' conveys a stronger meaning than using the word 'hid'. During the same session, a small group of pupils in Year 5 who needed extra support were studying the text 'The Man who sold his Shadow' as an introduction to writing the story from a different viewpoint. The teacher was able to intervene effectively because the group was small, to encourage a pupil to write 'I was strolling in the park when I saw him', rather than start his story with 'One day...'. The teacher was able to closely monitor the work of each pupil, encouraging the use of interesting vocabulary such as 'lurking'. Comments such as 'What adverb can you use to go with 'lurking'? I've got one in my head, have you?' encouraged pupils to offer 'suspiciously'. Opportunities such as this contribute very positively to the high standards attained.
4. At the same time as these activities were taking place, another small group of pupils with special educational needs, mostly in Year 5, were learning to use speech marks. Here, effective use was made of pupils' individual targets with the teacher commenting 'Is that a capital letter? Look at your targets'. Again, because the group was small the teacher was able to intervene sensitively to help pupils learn from their mistakes and to boost confidence. The plenary session was well used to reinforce what pupils had learned in the lesson and to raise self-esteem. For example, comments such as 'I like the adjectives. That's a good long opening sentence which tells us a lot already' enabled all pupils to make good gains in their learning about ingredients for a good story at a level which was very closely matched to their needs.
5. The same organisation is also effective in the teaching of mathematics. Pupils in Year 6 solved money problems that were well linked to their own experiences involving four operations. These problems were similar to those that might be experienced in their statutory tests later this year. The small group and the good ratio of adults to pupils ensured that the pupils could solve these problems practically, so giving them a good understanding as a basis for solving them on paper and preparing them well for the tests. For example, pupils learned to find the weight of one pea by weighing 50. This calculation also led to a better understanding of decimals.

6. Another small group of pupils, mostly in Year 5, who needed extra support with numeracy, followed a specific programme designed to improve their skills. The teacher targeted questions to individual pupils during the mental arithmetic session, so meeting their needs and enabling all to take part. Clear explanation enabled pupils to learn how to find the difference between numbers by rounding up to the next number using a blank number line. Here again, the teacher was able to quickly pick up on pupils' misunderstandings because the group was small.
7. Other small group sessions also took place for pupils in Year 4 in the literacy and numeracy hours during the inspection but it was not possible to observe these sessions due to the length of the inspection. To ensure that activities are very closely matched to the needs of all pupils, a very small number of pupils attend group sessions with older or younger year groups when appropriate. However, the good ratio of adults to pupils ensures that even within the small group sessions, pupils are divided into even smaller groups according to their ability. This very close match is a significant factor in the high standards attained by the end of Key Stage 2.

**The school provides very good opportunities for personal, spiritual, moral, social and cultural development, successfully encouraging pupils to be responsible, to behave well and to get on very well together, particularly when working in groups.**

8. Pupils of all ages behave well and have very good attitudes to their learning. They are highly motivated and show great interest in their lessons. They enjoy coming to school because they are offered interesting activities and they are given plenty of opportunities to find out for themselves. A particular strength is the way in which pupils are encouraged to work in groups. Numerous examples were seen of pupils giving spontaneous help to each other in lessons and in sharing resources. Pupils are encouraged to show respect for the views of others from an early age and this is well developed as they move through the school. For example, in the class for pupils in Year R and Year 1, the youngest children took turns to pass a pebble to each other while offering words that rhyme with 'hat', respecting each others' mistakes. Older children worked very well in a group to identify words that begin with 'ch' and 'sh', sharing their ideas and helping each other. By Year 2, pupils help each other to solve challenging multiplication problems, encouraging each other to try with higher numbers and clapping their efforts at the end of the session. By Year 4, pupils work together comfortably and show pride in their collective answers when discussing life in an Indian village. By Year 6, pupils collaborate effectively in science when undertaking a range of investigations; for example, they made sure that all the group quickly had a turn to investigate what happens when you breathe on a cold mirror from the fridge before the mirror became too warm.
9. Very good relationships are evident between all adults and pupils and between the pupils and this is a significant factor leading to the very good provision for social and moral development. Opportunities to reinforce moral issues are taken in lessons and in acts of collective worship. For example, pupils in Year 5 and Year 6 learn the importance of treating others with respect through their study of fables. Pupils in Year 1 and Year 2 discuss the importance of rules in school and then learn why the Ten Commandments are good rules for life. Pupils know that their contributions are valued and are motivated to succeed. They show enthusiasm for their work and are confident to ask questions and to share their views. For example, in a numeracy lesson for pupils in Year 5, a pupil commented 'Oh, it makes sense now!' confidently sharing his understanding with his peers. Adults provide pupils with very good role models and manage them in a consistent and positive way.
10. Pupils are encouraged to be responsible from an early age and this develops well as they move through the school. The youngest children are expected to work in groups without interrupting the teacher when she is working with another group and they respond very well to these high expectations. The oldest pupils are trusted to use the computers at lunchtime and they treat the equipment carefully, responding positively to the trust placed in them. Many examples were seen of pupils using their initiative; for example, helping to rearrange furniture after group sessions, collecting and returning resources and taking care of their friends who were unwell or who had fallen in the playground. The emphasis on personal development is well established in the school. Pupils are expected to guide visitors round the school and some pupils took part in the interviews for both the new headteacher and for the appointment of the newly qualified teacher!

11. There is a very strong emphasis on cultural development and the school has worked hard to improve this since the previous inspection. The school has an effective link with teachers in three European countries and some of these teachers have visited the school to share their experiences and their own cultures. A rich range of visits and visitors also does much to enhance this provision. The school promotes multicultural understanding very effectively through the study of other religions and through the wide range of attractive friezes and artefacts on display. All these opportunities contribute to the climate of respect for the values of others evident in the school.

**The quality of teaching is good and as a result, pupils make good gains in their learning.**

12. The high quality of the teaching is another reason why the school is so successful. A particular strength is the use teachers make of challenging questions to test out understanding and provoke thought. In an English lesson, for example, pupils in Year 6 learned to identify the characteristics of a fable because the teacher used questions very effectively to elicit the answers. During a science lesson for pupils in Year 6, the teacher asked why the water on the hotplate was sizzling. This provoked discussion resulting in pupils learning that it was because the water vapour was rising and becoming a gas. In another science lesson, for pupils in Year 5, pupils learned different ways of testing for viscosity in response to challenging questions. The emphasis placed on practical activities, where teachers intervene with challenging questions, allows pupils to take some responsibility for their own learning and helps them make good progress.
13. Another feature of good teaching is the way in which teachers explain what pupils are going to learn at the beginning of lessons. This gives pupils a good understanding of their own learning and they work hard to succeed. For example, in a mathematics lesson for pupils in Year 6, the teacher clearly explained that pupils were going to learn to find different ways of calculating perimeters of regular and irregular shapes. This motivated them to find out how much fencing would be needed for gardens of different sizes and continual reinforcement of what they were learning enabled all to make good gains in their understanding by the end of the lesson. In the class for the youngest children, the teacher clearly explained what they were going to learn during a lesson to develop their literacy skills and this was greeted with enthusiasm as they could hardly wait to start.
14. Other features of good teaching are the way in which lessons are planned to be interesting and to meet the needs of all pupils. High expectations encourage pupils to persevere. For example, in the class for the youngest children, the teacher ensured that all were motivated to join in by making mistakes saying 'I've forgotten how to do it! Help me, please!' This amused the children who were very keen to demonstrate that they could help the teacher spell correctly. A paper chef's hat was provided on which children were asked to stick words that rhymed with 'hat'. The children were keen to decorate this hat with as many words as possible because the activity was presented to them in an interesting way. In a geography lesson, for pupils in Year 4 and Year 5, the teacher provided a wide range of resources, such as photographs, fruit and vegetables to support a lesson about an Indian village. The interesting way in which this lesson was presented enabled pupils to learn about the differences between life in India and in Norfolk in a way that was well matched to their needs. What sometimes makes the difference between lessons that are satisfactory and those that are good or better, particularly in Key Stage 1, is when pace slows or when pupils of different ages and abilities are offered tasks that are too similar. On these occasions, higher attaining pupils consolidate their skills rather than develop greater understanding.
15. Features of the best lessons include the very effective use of time targets to ensure that pupils know how long they have to complete an activity. This results in pupils remaining on task and settling quickly to activities. Effective use of classroom assistants and parent helpers, who share the teachers' high expectations, ensures that there are sufficient adults to support the needs of pupils of different abilities and to help all pupils to make good progress. Teachers manage their pupils effectively and are well prepared. Attractive resources, such as whiteboards, stimulate the pupils' interest in mathematics lessons and the effective use of acetate sheets enables pupils to annotate the text in literacy. All these factors contribute strongly to the standards attained by the time pupils leave the school.

**The new headteacher, governors and staff work well together, contributing positively to the success of the school.**

16. The new headteacher has a clear vision for the development of the school and has achieved much since his appointment, successfully evaluating the school's performance and developing initiatives to raise standards still further. He has shared this effectively with governors, staff and parents, resulting in a committed team that works well together towards common goals. Examples of new initiatives which are already impacting positively on the work of the school include the very effective organisation to allow pupils in Key Stage 2 to be taught in smaller groups each week and the monitoring of teaching and learning. The consistency in practice seen during the inspection is because the headteacher and deputy headteacher have had good opportunities to monitor teaching and learning. The co-ordinators for English and mathematics have a clear view for the development of their subjects and monitor standards in their subjects effectively.
17. Another reason for the success of the school is the way in which it analyses its performance to identify and address weaknesses. For example, analysis of test results last year identified that pupils in Key Stage 1 did not do as well in English as they did in mathematics. To address this, these pupils, who are now in Year 3, are taught in a small class which only accommodates pupils in Year 3. This means that there is extra support for those with literacy difficulties. To raise standards still further in English, useful writing assessment records have been introduced to give a clear view of progress through the school and a new reading record system, which clearly shows what pupils need to learn next, has been introduced this year for the youngest children. Individual target setting has also been introduced since the appointment of the headteacher and this is also impacting favourably on standards as pupils strive to achieve their targets.
18. The role of the governors is well developed and they play an active part in the management of the school. They keep themselves informed of the work of the school through regular planned visits. They are committed to providing the best possible education for all pupils and this is well illustrated by the way in which they manage the funding made available to them. They are proactive in making bids for extra funding. They carefully evaluate all spending to ensure that it gives maximum benefit to all pupils. For example, they know that the way in which they use the extra grants available to provide teachers to support literacy and numeracy is very effective in raising standards. The commitment they make from the school's budget to the good provision for classroom assistants has a beneficial effect upon the success of the school and on the standards attained, particularly by pupils with special educational needs.

**Standards in art and design are above national expectations by the end of both key stages because the subject is used effectively to support other areas of the curriculum and the school has worked hard to improve on the below average standards identified in the previous inspection.**

19. Attractive displays of high quality artwork immediately catch the eye throughout the school. Some show work undertaken as part of a recent Art Day. For example, a wide range of faces in both two and three dimensions clearly show the development of skills and the way in which the work of artists such as Modigliani, Picasso and Warhol provide inspiration for pupils' own work. Attractive clay plaques incorporating shells and pebbles are of a high standard. There are established links with a good range of visiting artists and this contributes strongly to the standards attained. The school has worked hard to very successfully improve on the below average standards identified in the previous inspection.
20. One of the reasons why standards are high in the subject is because the school uses art and design well to support other areas of the curriculum. For example, the youngest children develop their skills in observational drawing when producing attractive sketches of plants to support their work in science. They develop their understanding of mathematics by painting symmetrical patterns. In Year 2, pupils combine their artistic skills with their understanding of design and technology when they drop paint onto a turning wheel and print with cogs. Attractive designs using pulses and seeds and observational drawings of shells, fruit and vegetables, showing close attention to detail, also contribute to the development of scientific understanding.

21. In Key Stage 2, the subject is used effectively to promote cultural development. For example, Indian style paintings, based on information researched from the Internet and from CD ROMs, are of high quality. Close attention to detail and accurate colour mixing are evident in the 'Khamas', the good luck hands, produced by the older pupils. Posters and artefacts from other cultures are used as a stimulus for pupils' own work.

#### **WHAT COULD BE IMPROVED**

**Standards in English are not as high as those in mathematics by the end of Key Stage 1 because tasks are not always sufficiently well matched to the needs of higher attaining pupils and some pupils lack confidence in using the skills that they have learned in the literacy hour in their individual reading.**

22. Results of the National Curriculum tests in 2000 indicate that standards are in line with the national average in reading and writing when compared with all schools. In comparison with schools where a similar number of pupils are entitled to a free school meal, they are well below average. In mathematics, standards were well above average when compared with all schools and above average when compared with similar schools. There are several reasons that contribute to lower standards in reading and writing than in mathematics. The number of pupils in the year group is small and consequently distorts the percentages of pupils at each level. The year group in 2000 also included several pupils with special educational needs in literacy. However, inspection evidence confirms that, this year, standards in English are in line with national expectations and standards in mathematics are above expectations. The current Year 2 is also small and includes a high number with special educational needs.
23. Examination of samples of work from pupils of different abilities and from planning documents shows that pupils of above average attainment are sometimes given tasks that are too similar to those of average attaining pupils. When this occurs, higher attaining pupils achieve the tasks easily and consolidate their skills rather than develop greater understanding. As a result, few pupils are likely to attain higher levels in this year's statutory tests. In one literacy lesson, for example, all pupils were expected to complete the same worksheet to sort words which rhyme with 'or'. Although higher attaining pupils were working on a guided writing task with the teacher, planning showed that these pupils were expected to complete the same task as the average attaining pupils on completion of the guided writing, instead of sorting more challenging words. In another literacy lesson to explore how text can be written on flow charts, although pupils of different abilities were offered different worksheets, those offered to higher attaining pupils lacked sufficient challenge to develop their skills.
24. Although pupils demonstrate that they have a good understanding of phonic skills during the literacy hour, confidently identifying words such as 'ignore', 'jaw' and 'poor' to rhyme with 'or', some lack confidence in using the skills they have learned in their individual reading. For example, when reading individually, a significant number of average attaining pupils were unable to build unknown words without prompting from adults and this limits their fluency and the standards attained.

**There is no written marking policy and consequently the use of marking is inconsistent across the school and does not always help pupils to improve their work.**

25. The quality of marking is inconsistent across the school because there is no written marking policy. This has already been identified as an area for development. There are examples of good marking, which encourage pupils to improve their own work; for example in English for pupils in Year 5. Here, teachers use comments that remind pupils of their individual targets, give praise and encouragement and leave them in no doubt about how to improve their work. However, much of the work seen during the inspection was marked with ticks or crosses with some brief comments such as 'good' or 'well done'. Some roughly drawn smiley faces were also used. Where marking is brief, pupils have little understanding of how to improve their own work and take less responsibility for their own learning than might be expected.

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

26. In order to continue the good work of the school and raise standards still further, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards in English for pupils at the end of Key Stage 1 by\*
  - ensuring that tasks are more closely matched to the needs of higher attaining pupils;
  - ensuring that pupils use the skills that they have learned through the National Literacy Strategy in their individual reading. (paragraphs 22-24 )
  
- (2) Develop and implement a marking policy to ensure consistency throughout the school and to encourage pupils to understand how to improve their work. \* (paragraph 25 )

\* The school has already identified these as areas for improvement.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	37	44	19	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	117
Number of full-time pupils known to be eligible for free school meals	4
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	27
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.1
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			19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	18	19
Percentage of pupils at NC level 2 or above	School	89 (92)	95 (83)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	16	18
Percentage of pupils at NC level 2 or above	School	89 (92)	84 (100)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000			18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	17	18
Percentage of pupils at NC level 4 or above	School	100 (89)	94 (89)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	100 (84)	100 (84)	100 (84)
	National	70 (68)	72 (69)	80 (75)

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

**Where numbers of boys and girls are omitted from the table it is because there were fewer than ten boys and girls in the year group.**

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.8
Number of pupils per qualified teacher	20.17
Average class size	23.4

**Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	75

*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	99/00
	£
Total income	242052
Total expenditure	245627
Expenditure per pupil	2118
Balance brought forward from previous year	7178
Balance carried forward to next year	3603

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

**Questionnaire return rate**

Number of questionnaires sent out	116
Number of questionnaires returned	63

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	3	3	0
My child is making good progress in school.	44	54	2	0	0
Behaviour in the school is good.	35	60	3	0	2
My child gets the right amount of work to do at home.	33	46	16	3	2
The teaching is good.	59	37	2	3	0
I am kept well informed about how my child is getting on.	47	42	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	75	22	0	3	0
The school expects my child to work hard and achieve his or her best.	70	27	0	2	2
The school works closely with parents.	52	40	2	3	3
The school is well led and managed.	73	19	0	3	5
The school is helping my child become mature and responsible.	62	35	2	0	2
The school provides an interesting range of activities outside lessons.	35	44	17	0	3

**Other issues raised by parents**

Parents were pleased with the education provided and praised the school's 'open door' policy. They felt that communication with them had improved since the appointment of the new headteacher.