

INSPECTION REPORT

STAVELEY COMMUNITY PRIMARY SCHOOL

Staveley, Knaresborough

LEA area: North Yorkshire

Unique reference number: 121419

Headteacher: Miss Shona Bostwick

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 21-22 January 2002

Inspection number: 195977

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Thorndikes Lane
Staveley
Knaresborough

Postcode: HG5 9LQ

Telephone number: 01423 340338

Appropriate authority: The governing body

Name of chair of governors: Mr Robert Dales

Date of previous inspection: July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Staveley Community Primary School is a very small rural school situated four miles north of the market town of Knaresborough. It serves the villages of Staveley, Arkendale, Ferrensby and Copgrove where social conditions are favourable. Currently, there are 48 pupils on roll (26 boys and 22 girls). The school is under-subscribed. Less than 5 per cent of the pupils are eligible for free school meals, which is below the national average. None of the pupils are from ethnic minority groups though one speaks English as an additional language. The school has identified 11 per cent of the pupils as having special educational needs; none has a Statement of Special Educational Needs. This is below the national average. On entry to the school, children's attainments vary greatly, but overall they are average for their age.

HOW GOOD THE SCHOOL IS

This is a good school where pupils and teachers work hard within a very caring environment. Pupils make good progress and gain good levels of personal achievement because of their excellent attitudes towards school and the good quality of teaching. The school is soundly led and managed and it provides good value for money.

What the school does well

- Pupils achieve good standards in English, mathematics and science.
- The school successfully promotes pupils' personal and social development within a very caring environment. It fosters very positive attitudes and, consequently, pupils are very well motivated, their behaviour is exemplary and they form very good relationships with other pupils and staff.
- There are close links with parents that enhance pupils' learning.

What could be improved

- Pupils' standards in writing.
- Pupils' standards in information and communication technology (ICT) and their use of these skills to support their learning in other subjects.
- Planning for the future, so that priorities are clearly identified and the role of the governors in shaping the direction of the school fully developed.

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 satisfactory progress since its last inspection in July 1997. During this time the school has appointed a new headteacher. The school has successfully introduced swimming into the curriculum, a drugs awareness policy and health and safety risk assessments. It annually reviews its performance and has introduced satisfactory procedures for long-term school development planning. This area and the development of the governors' and headteacher's roles have been partially addressed and remain important areas for development. The school has improved the library and pupils now have greater access to non-fiction books.

STANDARDS

Data showing the pupils' performance in national tests have been omitted from this report. Annual comparisons with national averages and with similar schools are statistically unreliable as a result of there being fewer than 10 pupils in each year group. However, an analysis of results over recent years (1998-2001) and inspection evidence indicate that pupils achieve good standards.

The school assesses children's attainment on entry to their reception year. The results show that children begin school with standards that are at the expected level for their age in language and number. They have above average standards in their personal and social development. Children make good progress

and most reach or exceed the Early Learning Goals¹ set for children by the end of reception. This good progress is continued into Key Stage 1 and, by the age of 7, pupils achieve good levels of attainment in reading, writing, mathematics and science.

By the age of 11, pupils reach good levels of personal achievement in English, mathematics and science. Over recent years, about three-quarters of pupils achieved the expected standard for their age (Level 4) in national tests in these core subjects. About a third achieved the higher standard (Level 5). These results show that, overall, pupils are a term ahead of what is normally found by the age of 11 years. In English, pupils' achievements are particularly good in reading, speaking and listening, but are not as high in writing. Pupils do not make effective use of the skills they learn in literacy lessons in their extended writing. Their standards in information and communication technology are below those expected by the age of 11 years. Currently, pupils make satisfactory progress because of the introduction of new resources. However, they have not made sufficient progress over recent years in developing their skills and using ICT to support their learning in other subjects and so their standards are low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have extremely positive attitudes towards their work. They are eager to learn and sustain concentration very well.
Behaviour, in and out of classrooms	Excellent. Pupils have high levels of self-discipline and their behaviour is of a very high standard in lessons and around school.
Personal development and relationships	Very good. Pupils co-operate well and are confident learners. Older pupils help younger ones and there are very good relationships between pupils, as well as between pupils and staff.
Attendance	Very good. The rate of attendance is well above the national average.

Pupils' excellent attitudes, exemplary behaviour and very good personal development are important strengths of the school. They contribute greatly to the pupils' good levels of progress and the positive ethos of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

The quality of teaching ranges from satisfactory to good; overall, it is good. Consequently, pupils make good progress in each stage of their learning as they move through the school. Teaching and learning of the basic skills in literacy and numeracy are good.

Teachers are enthusiastic and manage the pupils very well and so pupils show high levels of interest and concentration. Teachers have a clear understanding of the subjects to be taught and, as a result, pupils make good progress in acquiring basic skills and knowledge. They make good use of support staff and parental volunteers, who make a positive contribution to pupils' learning. In the better lessons, teachers use a good range of strategies to meet the needs of all their pupils in the mixed-age, mixed-ability classes. Teachers successfully develop pupils' independent learning skills. In lessons that are satisfactory rather than good, teachers do not fully challenge all groups of pupils and expectations are not always high enough. Teachers do not use information and communication technology enough to develop pupils' learning in other subjects.

¹ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make concerning the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, satisfactory. Teachers effectively plan lessons, which cater appropriately for pupils' interests and needs. Teachers have made a sound start to developing a four-year cycle of topics intended to cover all the requirements of the National Curriculum.
Provision for pupils with special educational needs	These pupils receive good levels of help from support staff and parental volunteers, which enables them to make good progress towards their individual targets.
Provision for pupils with English as an additional language	Good. The school takes effective measures to support these pupils. As a result, they quickly become confident and make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall, good. The school makes very good provision for pupils' moral and social development. There is good provision for pupils' cultural development, including multicultural education, and satisfactory provision for their spiritual development.
How well the school cares for its pupils	Very well. The school is a very caring community. There are clear procedures for child protection and for ensuring pupils' welfare.

The school's very caring environment, which includes good provision for pupils' personal development, is a strength of the school. It has a positive impact on pupils' learning and their attitudes. The school successfully promotes the inclusion of all its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and effective day-to-day management of the school. She is well supported by the staff. There is a clear commitment to further improving the quality of education provided.
How well the governors fulfil their responsibilities	The governing body effectively carries out its statutory responsibilities. It has a satisfactory understanding of the work of the school, but its role in shaping the direction of the school is not fully developed.
The school's evaluation of its performance	The school has begun to evaluate how well it is doing. The written plan for the improvement of the school satisfactorily details appropriate initiatives for long-term development.
The strategic use of resources	The school makes good use of the funds it is given and ensures that appropriate resources are available.

The governors and staff have successfully created a positive and caring ethos within the school. The school's improvement plan lacks a clear focus to guide future developments. Governors have a limited involvement in identifying its priorities and in monitoring the progress towards the agreed targets. The school satisfactorily applies the principles of 'best value' by questioning what it does and ensuring money is spent wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighteen parents (56 per cent) completed questionnaires and six attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy coming to school.• Staff are approachable and the school works closely with parents and provides good information on children's progress.• Teaching is good and children make good progress.• There are high expectations and the school helps children become mature and responsible.• The school is well led and managed.• There is a good range of activities outside lessons.• Behaviour in school is good.	<ul style="list-style-type: none">• A very small number of parents were concerned about the level of challenge for higher-attaining pupils.• One parent asked for more homework for their child.

Parents are very supportive of the school and have very positive views of all aspects of the school. The inspection findings support their views. The school's homework policy, which was formed in consultation with parents, provides good support to pupils' learning. In most lessons, higher-attaining pupils are given sufficiently challenging activities. However, in a small number of lessons greater challenge is required to ensure these pupils make the best possible progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve good standards in English, mathematics and science

1. Due to the very small numbers of pupils in each year group, it is not appropriate to compare the school's annual performance in national tests for 7 and 11-year-olds with national data or with other similar schools. However, an analysis of the school's results over a number of years shows that pupils, including those with special educational needs and those who speak English as an additional language make good progress. Overall, they achieve good standards in the core subjects of English, mathematics and science. This is a result of the pupils' extremely positive attitudes towards their learning and the good quality of teaching provided. The school has maintained the overall good standards observed at the last inspection.
2. Assessments of children on entry to the school over recent years (1999-2001) show that their individual attainments vary. About three-quarters of children enter reception with speaking and listening, literacy and numeracy skills at the expected level for their age. Children begin school with good levels of personal and social development. The school makes good provision for these children within the mixed-aged Key Stage 1 class. The class teacher and classroom support assistant ensure children are well cared for and they provide good levels of help and guidance. They carefully plan activities within a stimulating learning environment, which includes an indoor 'petrol station' for role-play and an outdoor play area.
3. Reception children join the older pupils for the introduction to their literacy lessons and so begin to develop successfully their communication, language and literacy skills. Effective use of the classroom support assistant ensures that children develop these skills to an appropriate level. For example, after an introduction by the class teacher the classroom support assistant skilfully developed the children's early reading skills, as well as their knowledge of plants, through the use of a 'big book' on sunflowers. Children are confident when talking about numbers and shape. Most children count up to 10 objects accurately, such as pieces of a jigsaw, recounting the pieces when one is added or taken away. They recognise simple shapes, for example triangle and square, and use appropriate mathematical vocabulary when describing the shape of a sunflower as 'round' and the petals as 'pointy'.
4. Staff provide reception children with good opportunities to develop their creative skills through, for example, mixing paints when producing pictures of sunflowers. They complete simple functions on the computer, such as using an art program to draw pictures. Consequently, children make good progress in all areas of learning and most achieve or exceed the nationally recognised Early Learning Goals by the start of Year 1.
5. Pupils in Key Stage 1 continue to make good progress and overall they achieve good results in Year 2 national tests. Over recent years (1998-2001), most pupils by the age of 7 achieved the expected standard for their age (Level 2) in reading, writing and mathematics. Half went on to achieve the higher standard (Level 3) in reading and mathematics. This is higher than the proportion normally found. In writing, less than a fifth achieved the higher standard, which is closer to the proportion found nationally.
6. Inspection evidence shows that by the age of 7, pupils reach good levels of achievement in reading. This good progress is the result of good teaching, including the effective use of a good range of new reading books, and positive support for reading at home. Pupils recognise and read accurately most words in their reading books. They use appropriate strategies to identify unfamiliar words; for example, they use initial letter sounds and some

higher-attaining pupils 'look ahead' in the sentence for clues. For lower-attaining pupils, the careful sounding out of parts of words reduces the pace of reading and, therefore, reduces their understanding of what they have read.

7. Most pupils by the age of 7 achieve a satisfactory standard of writing for their age. They carefully structure their writing into sentences, make correct use of capital letters and full stops and are beginning to link their ideas together into longer stories. Pupils take care with their spelling and spell correctly words such as 'elephant' and 'turtle' in their writing about Africa. Handwriting and the presentation of pupils' work vary greatly. While some write neatly, others form some letters incorrectly and the size of the print is inconsistent. Pupils use a satisfactory range of vocabulary, but often do not choose words that would create greater impact or emphasis.
8. In mathematics, pupils aged 7 have a good understanding of place value and most understand numbers up to 1,000. They recognise patterns in numbers, including odd and even, and can count in fives and tens. Pupils use their good knowledge of addition and subtraction facts to solve simple problems involving money. They successfully double numbers, such as 77 to get 154, and recognise that 15 is a multiple of five and three. Teacher assessments for 7-year-olds in science indicate that pupils do well. Over recent years, most pupils have achieved the expected standard (Level 2), which is similar to the pattern found nationally. However, just over half have gone on to achieve the higher standard (Level 3), which is much higher than that found nationally. Results show that pupils have a good knowledge of all aspects of the subject. For example, they gain a clear understanding of living processes through the study of how seeds grow. Pupils know the conditions plants need, including warmth, light and water. They have a sound knowledge of the major food-groups, such as fruit, vegetables and meat, and the importance of a balanced diet.
9. Pupils continue to make good progress through Key Stage 2 and by the age of 11 achieve good standards overall in the core subjects. In English, test results in recent years show standards broadly similar to those expected of this age. Inspection evidence shows that pupils perform well in some aspects of the subject and satisfactorily in others. Teachers provide pupils with many useful opportunities to develop their speaking and listening skills. Consequently, pupils achieve very good standards in this area. For example, an older pupil spoke with great confidence in a formal situation to the whole school about looking after her pet cat. Other pupils listened attentively and asked sensible questions based on what they had heard.
10. This high level of confidence is also reflected in pupils' reading. Older pupils read very expressively and with a good understanding of the text. Pupils' enjoy books from a wide range of authors including Roald Dahl, JRR Tolkien and JK Rowling and they discuss thoughtfully characters such as *the BFG*, *Bilbo* and *Harry Potter*. Teachers encourage pupils to use non-fiction books to research topics in subjects such as history. As a result, pupils retrieve information from a range of sources and they successfully use contents and index pages and skim and scan text when looking for information. While pupils gain good levels of personal achievement in speaking and listening and reading, their achievements in writing are satisfactory and closer to those normally found. (See paragraph 21)
11. In mathematics and science, recent test results for 11-year-olds show that pupils are working at between one and two terms ahead of what is expected for their age. Pupils continue to develop a good understanding of number. They recognise place value to three decimal places and successfully add decimal numbers. Pupils understand negative numbers, for example, when used in measuring temperatures. They use a range of appropriate methods to solve questions such as $3204 + 2409$ and 13×21 . Higher-attaining pupils achieve an appropriately high standard. They use equivalent fractions, for example,

and understand that three-quarters can be expressed as 0.75 or 75 per cent. Pupils enjoy science and have a good knowledge of the topics covered. For example, pupils know that some rocks are permeable but others are not. They can correctly explain a simple experiment to show this in which stones are weighed, soaked in water and then re-weighed. Pupils have a clear understanding of a 'fair test', as when investigating how to keep an ice cube cold by insulating a container.

12. Combined test results from recent years together with inspection evidence show that, overall, pupils make good progress in their learning as they move through the school. Pupils reach good levels of personal achievement. They progressively build on the knowledge and skills learnt in the Foundation Stage and Key Stage 1 and so are well prepared in the basic skills of literacy, numeracy and scientific understanding for the next stage of their education.

The school successfully promotes pupils' personal and social development within a very caring environment. It fosters very positive attitudes and ,consequently, pupils are very well motivated, their behaviour is exemplary and they form very good relationships with other pupils and staff

13. The school provides pupils with a very caring and supportive environment in which to learn. This is an improvement since the last inspection when health and safety assessments were not fully in place. The headteacher and governors are now responsible for the procedures for ensuring health and safety. They capably carry out regular audits of possible risks to health and safety and so ensure there are good levels of pupil-welfare. There are effective procedures for child protection, which ensure that the school follows the appropriate local area guidelines correctly. The headteacher, who acts as the 'named person' as well as the school's qualified first-aider, is aware that staff training will shortly need to be updated.
14. Staff have a good knowledge of individual pupils and their personal and social development. The school not only provides a sound academic curriculum but also makes good provision for pupils' personal development. In particular, the school's provision for pupils' social and moral development is very good. Initiatives, such as a weekly merit assembly and 'golden time', effectively encourage pupils' positive attitudes. Circle time² provides pupils with useful opportunities to talk over issues that face them as part of everyday life.
15. In lessons, teachers encourage pupils to volunteer answers and opinions. They praise their efforts and effectively encourage self-esteem and positive social values. For example, teachers encourage pupils in the mixed-age classes to work co-operatively, with older pupils helping younger ones. Staff promote pupils' social responsibilities through a good range of duties within the school. For example, in class, pupils give out books and materials and tidy away equipment at the end of lessons. On the playground, 'buddy-chairs' ensure no pupil is left without a friend to play with. Through discussions in assembly, pupils gain an awareness of those less fortunate around the world. During the inspection, pupils showed a deep understanding for those effected by the eruption of a volcano in Africa. They learn how they might help through supporting charity appeals.
16. Parents report that their children like school and this is evident in the way in which pupils talk about school and their eagerness to get started in the mornings. For example, younger pupils quickly settle to their 'morning starter' tasks on arrival in the classroom. Pupils treat the building with respect and handle resources with care. From an early age they show interest in their work. Pupils are very attentive during lessons and are keen to answer

² During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

questions and offer ideas. They sustain very good levels of concentration and when activities are challenging they are well motivated in lessons. For example, pupils in Years 5 and 6 were totally engrossed in discussing what they wanted to investigate during their history topic on the Romans following the teacher's stimulating introduction.

17. The school has an effective range of measures to promote good behaviour and pupils' moral development. These include clear sets of rules that were written in co-operation with staff, parents and pupils. Pupils fully understand them and teachers apply them consistently. Consequently, pupils are aware of what is acceptable and unacceptable behaviour and they feel they are always treated fairly. A 'golden spoon' award promotes good behaviour in the dining hall. Lunchtimes are a pleasant occasion and promote personal and social development, good manners and caring attitudes. Incidents of unsociable behaviour are very infrequent, but if they occur staff take prompt action. Pupils spoken to by inspectors are satisfied that any incidents of bullying would be taken seriously; they agree that members of staff are very helpful and will listen to them if they have concerns.
18. As a result of the teachers' high expectations, pupils' behaviour in the classroom and around the school is exemplary. They are friendly, polite and very well mannered. Pupils work well together, sharing equipment and taking turns. They encourage and support each other and work well together in small groups and pairs. For example, older pupils help each other when using the computers to access information from the Internet. They discuss their activities sensibly and are willing to listen to the advice of others. Relationships between pupils are very good. Pupils also relate well to staff and they value the support given to them by the adults in school.
19. Pupils move around the school sensibly and behaviour in the hall at lunchtime and on the playground is excellent. In assembly, they listen attentively and show interest in the stories being told. Pupils are keen to help and when given responsibility they carry out their duties conscientiously. For example, older pupils sensibly prepare the hall for assembly and look after younger pupils on their table at lunchtime. The pupils' excellent behaviour and their extremely positive attitudes are significant factors in the good progress they make and the friendly, caring atmosphere found in the school.

There are close links with parents that enhance pupils' learning

20. The views of parents, as expressed by those completing the pre-inspection questionnaire and attending a meeting with inspectors, are very supportive of the school. This support has a positive impact on pupils' learning. Parents take a close interest and give good support to their children's work at home. Children are heard to read and encouraged to complete their other homework tasks in a positive way. Parents support the aims of the school through their good attendance at parent-teacher evenings and at the weekly merit assembly. They help in school, giving direct support to the work in classes. For example, parents provide effective support to groups during literacy lessons. This provides valuable help to those pupils working independently of the teacher, who is, therefore, able to focus her direct teaching on other groups. A parent provides regular support in information and communication technology by working with pairs of pupils on the computers. The very active Friends of Staveley School raises money to support the purchase of equipment and many valuable projects. For example, their recent fundraising has supported the library, the adventure playground, redecoration, educational visits and the outdoor play area for reception children. The parents' own positive attitudes to the school and their support for its work influences the pupils' attitudes and so contribute to their progress. The school takes many steps to foster this close relationship, for example, in its homework policy and the consultation that preceded this.

WHAT COULD BE IMPROVED

Pupils' standards in writing

21. The school has implemented the National Literacy Strategy effectively and carefully follows the programmes for the teaching of language skills. However, standards in writing throughout the school are lower than those found in other aspects of English such as reading and speaking and listening. Through the monitoring of pupils' attainment and their results in National Curriculum tests, the school has identified this as an area for development. Recently, the school has correctly introduced a literacy action plan aimed at improving pupils' writing and handwriting. This has resulted in improvements in teachers' planning and closer monitoring of pupils' work. Further developments are planned, including the introduction of a handwriting policy. It is still too early to assess the impact of these measures on raising pupils' standards.
22. Scrutiny of pupils' current work shows that their technical skills in terms of spelling, punctuation and grammar are satisfactorily developed. For example, younger pupils write in sentences with most using capital letters and full stops correctly. Older pupils include the use of paragraphs in longer pieces of writing, such as their pantomime stories. They plan their stories so that they have a clear beginning, middle and ending, as in their writing about *The Enchanted Fridge Freezer*. Pupils satisfactorily retell well-known stories, such as *Jason and the Golden Fleece*. However, pupils have not yet acquired a good range of vocabulary that is chosen for variety and interest. Although pupils recognise the use of adjectives and adverbs within a sentence, they do not make effective use of these types of words to enhance the quality of their writing. Pupils understand that words such as 'then', 'but' and 'although' can join two short sentences to make a longer, more complex one. They do not, however, make effective use of this skill in their extended pieces of writing. Although, occasionally, pupils redraft their first attempt at a piece of writing this is normally to improve spelling and presentation. Pupils are not sufficiently encouraged to look for ways of improving the style and structure of their writing. When this does happen, pupils produce writing of a much higher standard. For example, in stories based on '3 Tribes', a few pupils used expressive language as they described the scene. One wrote, 'The golden sun was rising over the sea and the cool morning was warming up' and another, 'It was a dark, damp, dew-filled, misty morning'. However, writing of this standard is the exception rather than the norm. Teachers also miss opportunities to develop different styles of writing in other subjects such as science. Pupils record their experiments, but always use the same style of report writing rather than focusing on other possible styles, such as instructions, observational records, note-taking or discussion texts.
23. The standard of handwriting and presentation throughout the school is lower than it should be. Teachers give insufficient attention to developing a legible style, particularly in pupils' exercise books. Often, letters are not always correctly joined and their size is not consistent. Pupils present their work well when teachers' expectations are high, for example when producing storybooks. However, teachers' expectations are often too low and pupils have not sufficiently developed an awareness of the importance of clear and neat presentation.

Pupils' standards in information and communication technology (ICT) and their use of these skills to support their learning in other subjects

24. Since the last inspection, the school has purchased new computers and software that include the ability to access the Internet. The headteacher has begun her training in the use of this new equipment as part of the government's New Opportunities Funding scheme. The school has satisfactorily adopted national guidelines to help teachers with their planning to ensure that they teach all aspects of the subject. Teachers have introduced a

short weekly lesson during which they teach specific ICT skills. As these initiatives are recent, they have not had sufficient time to impact on pupils' learning. Consequently, pupils are studying units of work designed for younger pupils. While their skills in some aspects are appropriate for their age, they are below average in other aspects. While pupils' skills in word-processing are satisfactory, they have not yet developed a knowledge of spreadsheets. Pupils are, therefore, unable to make full use of ICT to support their learning in other subjects.

25. Where pupils were observed using computers during the inspection, they showed satisfactory keyboard skills for their age. For example, children in reception use the mouse satisfactorily to move the 'paintbrush' on the screen when drawing simple pictures of sunflowers. Older pupils use the computers' windows system to enter programs, save and print their own work and access the Internet. Pupils successfully enter web-sites when researching topics. For example, pupils looked for information on the Romans from a list of web-sites given to them by the teacher. Pupils throughout the school satisfactorily develop the skills required to share and exchange information. Pupils in Year 2, for example, use a simple word processing program to write about the conditions plants need to grow. In Years 3 and 4, pupils use different font styles and add pictures when printing their work on Victorian homes. By the age of 11, pupils satisfactorily edit their work, use different fonts and sizes, save and print documents, for example, when producing a questionnaire on local facilities. However, they have had only limited experience of sending e-mails and do not use desktop publishing programs or publish their work on web pages.
26. Pupils' progress in other aspects of the subject has been slower. Older pupils have entered data and produced printouts of bar graphs and pie charts as part of an investigation on favourite sports. However, their use of data-handling programs is very limited. Similarly, their use of programmable toy robots and programs that require sequences of instructions to make things happen and programs that explore real and imaginary situations is also very limited. Opportunities to use equipment that monitors changes in temperature, light or sound to support learning in other subjects, such as science, are missed. This is the result of a lack of expertise and confidence amongst the staff and a limited range of software.
27. The school is aware of the need to compensate for previous slow progress and to develop pupils' knowledge, skills and understanding within this subject. The headteacher recognises the importance of using ICT to support pupils' learning in other subjects. She has correctly identified the need for further training for teachers and a greater range of software.

Planning for the future; so that governors are more fully involved and there is a clearer focus on the priorities for school improvement

28. The school is soundly led and managed. The headteacher provides good leadership and is committed to raising further the standards of achievement in the school. She provides effective day-to-day management and, as a class teacher, provides a good example to the staff. She has successfully managed a difficult period of uncertainty in staffing and has quickly gained the respect of governors, parents and pupils. The governors are very supportive and share common values, based on creating a community school with a caring 'family' atmosphere.
29. Since her appointment, the headteacher has begun to address the management issues raised at the last inspection. The governing body has set up committees for finance, marketing, curriculum and maintenance in order to develop their involvement in the running of the school. They have ensured that all statutory documents and policies are in place, including a policy on drug awareness education. Governors have begun to monitor the work of the school. For example, the literacy and special educational needs governors

provide good levels of support by carefully monitoring these aspects. However, governors' first-hand experiences of the work of the school are limited. There is no planned programme of regular focused visits to help them to learn about the school and to monitor and evaluate its progress towards its long-term targets.

30. The head teacher produces a detailed school improvement plan that identifies appropriate areas for development. Staff produce action plans that outline current targets and future resource and training needs. The governing body approves the plan, but governors' input into the formation of priorities is limited. This reduces their role in shaping the direction of the school. The plan, while satisfactory, does not show why targets have been identified or provide a clear whole-school focus to school improvement. The plan does not clearly identify the most important priorities. Success criteria are not always specific enough to measure progress against and to evaluate the outcomes. Consequently, progress in developing the school and improving the quality of education provided is not as effective as it could be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. To build on its many strengths the governors, headteacher and staff should now:

(1) develop pupils' writing skills by:

- providing more opportunities throughout the school for pupils to engage in extended and creative writing;
- teaching pupils to use a greater range of descriptive and expressive vocabulary in their writing;
- developing writing skills in subjects other than English;
- improving the standard of handwriting and presentation;

(2) raise pupils' standards in information and communication technology by:

- ensuring all aspects of the subject are taught in sufficient depth, particularly the areas of data handling, giving instructions to make things happen and exploring real and imaginary situations;
- providing continued in-service training to improve teachers' subject knowledge and confidence in the use of the resources and software available;
- developing the use of ICT in other subjects to support pupils' learning;
- providing pupils with a wider range of software;

(3) further improve planning for the future by:

- providing governors with more effective opportunities to learn about and monitor the work of the school;
- fully involving the governors, together with the headteacher and staff, in the formation of whole-school priorities;
- having clearer, whole-school, agreed priorities to guide school improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	5
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	0	3	2	0	0	0
Percentage	0	0	60	40	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 20 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)	48
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

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	6
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	4	8

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

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

*** Data omitted, as comparisons with national averages are statistically unreliable as a result of there being fewer than 10 pupils in the year group.*

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	1	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	**	**	**
Percentage of pupils at NC level 4 or above	School	**	**	**
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	**	**	**
Percentage of pupils at NC level 4 or above	School	**	**	**
	National	72 (70)	74 (72)	82 (79)

*** Data omitted, as comparisons with national averages are statistically unreliable as a result of there being fewer than 10 pupils in the year group.*

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	18.5
Average class size	24

Education support staff: YR – Y6

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

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	134,925
Total expenditure	130,076
Expenditure per pupil	2,891
Balance brought forward from previous year	-4,054
Balance carried forward to next year	795

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 56%

Number of questionnaires sent out	32
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	94	6	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	67	28	6	0	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	72	28	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	11	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	89	11	0	0	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	78	22	0	0	0

Totals for each question may not equal 100 because of the rounding off of numbers.