

## INSPECTION REPORT

### **STANSTED CHURCH OF ENGLAND PRIMARY SCHOOL**

Stansted

LEA area: Kent

Unique reference number: 118628

Headteacher: Miss P. A. Craine

Reporting inspector: Mr P. L. Evans  
20737

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> October 2001

Inspection number: 196064

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Malthouse Road Stansted Nr. Sevenoaks Kent
Postcode:	TN15 7PH
Telephone number:	01732 822323
Fax number:	01732 822323
Appropriate authority:	Kent
Name of chair of governors:	Reverend C. Noble
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20737	Paul Evans	Registered inspector
9173	Sarah McDermott	Lay inspector

The inspection contractor was:

TWA Inspections Ltd  
5 Lakeside  
Werrington  
Peterborough  
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Stansted Church of England Primary School is a smaller than average primary school providing education for 75 children aged 4 to 11 years. Eight children, four boys and four girls, are in the school's reception class and there are 37 boys and 30 girls in Years 1 to 6. The school is set in a small rural village in Kent, and the majority of children who attend the school live within a three-mile radius of the school. The percentage of pupils who have been identified as being eligible for free school meals is below the national average. Seventeen per cent of pupils are on the school's special educational needs register, which is below the national average. There are no pupils in the school who have a Statement of Special Educational Need or for whom English is an additional language. While the range of abilities is wide, pupils' attainment on entry to the school is average overall.

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

The overall quality of teaching in the school is very good. The school provides a warm and friendly yet hardworking environment for all its pupils and celebrates their individuality. There is an excellent programme of extra-curricular activities. The excellent range of trips and visits also contributes very well to pupils' learning. During the past three years, the school has had trouble in recruiting and retaining experienced teaching staff. This has had the effect of slowing the pace of learning, particularly in Years 1 and 2. The school has addressed this problem and, in the past year, standards at the end of Year 2 have improved. At the end of Year 6, a significant number of pupils achieve standards that are above expectations in English, mathematics and science. Considering its context, the standards that it achieves, the quality of education that it provides for all its pupils and the money that it spends, the school is very effective and it provides good value for money.

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

- The leadership and management of the school are very good.
- The school's policies for the assessment and tracking of pupils' progress are very good.
- The breadth and richness of the curriculum of the school enable all pupils to identify a strength. This raises their self-esteem and self-confidence.

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

- The standards that pupils reach by the time that they are seven years of age.
- The accommodation of the school is less than satisfactory.

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

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

The school was last inspected in June 1997, when key issues were raised in areas of curriculum provision, curriculum planning, assessment, resources for children under five and improving communication with parents about their children's progress. Good progress has been made in the school's provision for design technology and information and communication technology. There has been satisfactory improvement in the planning of the curriculum and the assessment of children under five years of age. However, the 'stepping stones', contained in the guidance for planning the curriculum for children under five years of age are not yet fully used to carefully match tasks to children's levels of ability. Communications with parents, including the information provided about pupils' progress, are now very good. Results in reading, writing and mathematics at the end of Year 2 all improved in the 2001 national tests. Standards in English, mathematics and science, at the end of Year 6, have exceeded the national level of improvement year on year since 1997. The school has made good improvement since the last inspection.

## STANDARDS

This table usually shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests. However, there is a consistently small number of pupils who undertake national tests in Years 2 and 6. Consequently, any comparison between the school's results and national averages or against the results of similar schools would be inappropriate and unhelpful to the school.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English				
Mathematics				
Science				

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The 2001 results in national tests for pupils in Year 2 show an improvement in reading, writing and mathematics on the results for 2000. In 2001, the majority of pupils at the end of Year 2 achieved standards expected for their age and some achieved even higher than this. The national trend over the four years 1998 to 2001 has been one of steady improvement. Unfortunately, the school's results from 1998 to 2000 at the end of Year 2, have shown steadily declining standards. However, the school has identified this problem and the staff and governors have worked hard, resulting in the marked improvement in the school's results for 2001. Inspection evidence confirms this improvement in all three subjects.

The school's results in the 2001 national tests for pupils in Year 6 show that the majority are achieving standards expected for their age in English, mathematics and science and a significant number are achieving above expectations. Overall, the school has exceeded the national trend, over the four years 1998 to 2001, of steadily improving standards. Inspection evidence supports these results in all three subjects. The school has a very good policy for the inclusion of all its pupils in all areas of provision. Pupils with special educational needs make good progress in lessons.

Pupils join the school with average levels of ability overall. At the end of Year 6, most pupils reach good or very good standards. A high proportion of pupils pass the Kent selection examination for admission to grammar schools. The levels of achievement of pupils with special educational needs are very good when they reach the end of Year 6. A major contributory factor in this is the very good quality of support which classroom assistants provide.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils show an outstanding enthusiasm for school. They are very happy and relaxed in all their activities.
Behaviour, in and out of classrooms	Excellent. Pupils are very friendly and supportive of each other. They fully meet the school's very high expectations of them. There have been no exclusions.
Personal development and relationships	Excellent. Relationships between pupils and between pupils and all staff are excellent. There is an atmosphere of complete trust and care for all pupils.
Attendance	Satisfactory. Attendance is in line with the national average.

The school has very high expectations of the behaviour of all its pupils. Apart from the very youngest children in their first few weeks in the school, all pupils fully meet these high expectations. They respond very well to the very good support, care, concern and guidance offered to them. All pupils develop excellent relationships with each other and with their teachers and all support staff.

## TEACHING AND LEARNING

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

*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 overall quality of teaching in the school is very good. It is only possible to observe a small number of lessons during a short inspection. Only one lesson observation took place in the Foundation Stage. Consequently, no judgement on the overall quality of teaching in that area is possible. Observations of seven lessons or parts of lessons took place in Years 1 to 6. The quality of teaching in three lessons was excellent and in the other four it was very good. In all lessons seen in Years 3 to 6 the quality of teaching was excellent. No unsatisfactory teaching was seen.

From a scrutiny of pupils' work it is clear that the use of assessment information and the tracking of pupils' progress are very good overall. However, staffing problems have caused inconsistencies in this area, particularly in Years 1 and 2. While tasks in these years are modified according to pupils' levels of ability, this modification does not cover a wide enough range and this affects the pace of progress, particularly of above average and more-able pupils. The very good procedures for monitoring the quality of teaching, the very high expectations for pupils' progress and the strong teamwork in lesson planning ensure the very good quality of teaching in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The statutory curriculum is fully in place. The excellent provision of extra-curricular activities, visits and visitors to the school broadens and enriches the curriculum.
Provision for pupils with special educational needs	Very good. The use, in lessons, of the targets in pupils' individual education plans is very good. The support provided by classroom assistants is very good
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The provision for pupils' moral and social development is excellent. The provision for their spiritual development is very good.
How well the school cares for its pupils	Very good. The procedures for the care, protection and welfare of pupils are very good. Procedures for monitoring their behaviour and eliminating aggressive behaviour are excellent. The use of assessment information to match tasks to pupils' individual abilities varies between the different areas of the school.

The partnership between the school and parents is very good. The curriculum of the school fully meets statutory requirements. Depth and richness are added to the curriculum through the excellent range of extra-curricular activities. The excellent day and residential visits coupled with the excellent links with the local community give pupils a greatly enhanced view of the wider world and their place within it. The use of assessment information to closely match future work to pupils' abilities is not as strong in Years 1 and 2 as it is in Years 3 to 6.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good educational direction for the school. Each member of the teaching and support staff is given, and fully accepts, responsibilities in the very good spirit of teamwork.
How well the governors fulfil their responsibilities	Very good. The governing body has now developed a strong role as critical friend to the school. Governors are true partners in the management of the school.
The school's evaluation of its performance	Very good. The school has clearly-developed, high-level aims for the achievement of its pupils. However, staffing difficulties have impaired progress in this area in Years 1 and 2.
The strategic use of resources	Very good. The planning, the consideration of options and the evaluation of the effectiveness of decisions are very efficient.

The headteacher's very good vision for the educational direction of the school is recognised and respected by all staff and governors. The governors play a full part as partners in the management of the school. Parents feel that Stansted Primary is a very good school. They are encouraged to be involved and feel that there is a close partnership between them and the school. Parents feel that Stansted is part of the community. They are proud of the school and very supportive of the headteacher, staff and governors. This atmosphere of very good partnership and teamwork is a strength of the school. The application of the principles of best value is very good. The accommodation of the school is less than satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The high expectations the school has of their children.</li> <li>They are comfortable to approach the school with any questions or concerns.</li> <li>The leadership and management of the school are very good.</li> <li>The fact that their children like attending school.</li> <li>The good behaviour in the school.</li> <li>The way the school helps their children to mature and become responsible.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of homework that their children receive.</li> <li>The range of extra-curricular activities.</li> <li>The information that they receive about their children's progress.</li> </ul>

Inspection evidence supports the positive views of the great majority of parents. The use of homework to support pupils' learning increases throughout the school and is very good overall. The range of extra-curricular activities, trips and visits is excellent. The information provided for parents, particularly about the progress that their children are making, is very good. In these areas, inspection evidence does not support the views of a small minority of parents.

## **PART B: COMMENTARY**

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

#### **The leadership and management of the school are very good**

1. The highly dedicated headteacher provides very good educational direction and vision for the school. All staff are encouraged to accept responsibilities, which they do willingly, knowing that support is available if required. This leads to high levels of teamwork throughout the school. An audit of staff strengths has recently been undertaken by the headteacher, ensuring that all staff are happy and confident with the responsibilities that they have undertaken. The partnership between the headteacher and the senior teacher is very good. A clear programme of staff meetings is fully in place to provide a constant review of the school's provision. Performance management has been undertaken. All staff have been set targets which are based on the monitoring of their teaching by the headteacher or the senior teacher. Targets also include the implementation of national strategies, the priorities of the school development plan and the school improvement plan, and also the particular needs of individual members of staff. The very good programme for staff development is aimed at meeting these requirements.
2. The strength of the teamwork among all members of the school's management is a major factor in the standards that pupils achieve by the time that they leave the school. Even though the number of staff is small, each teacher not only undertakes the co-ordination of several subjects, but also supports other colleagues in their co-ordination responsibilities. The planning of the curriculum offered to pupils is undertaken in this atmosphere of true teamwork which underpins all the work of the school.
3. The very good governing body is a strong group of dedicated people who bring particular expertise to the management of the school. Their monitoring of the school's budgets and spending is very efficient. All spending decisions are based on consideration of the options available. When appropriate, a number of quotations are sought, and final decisions are made considering what is best for the learning of pupils, not on the basis of cost alone. Overall, the governors are very good at supporting and monitoring the work of the school. The governing body ensures that it fulfils its statutory duties. The governors are invariably fully involved in making important, strategic decisions that affect the future direction of the school. The relationship between the headteacher and the governors is very good. Within the performance-management programme, the headteacher has targets set by the governors. Governors have a very clear understanding of the strengths and areas for further development of the school. For example, they have worked in close partnership with the senior management team to address the problem of lower than expected standards at the end of Year 2, caused by ongoing staff difficulties. The strategies which were introduced a year ago have brought about improvements in pupils' standards in the 2001 national tests for seven-year-olds. The school has responded well to the previous inspection, and all the key issues have been addressed successfully. Frequent contact with the school is a notable feature of the governors' strategy.
4. The monitoring strategies of the school are a notable factor in the quality of education that it provides for all its pupils. The headteacher, the senior teacher and the governors regularly monitor the quality of teaching and the delivery of the curriculum. When areas for development are identified they become part of the staff development programme and are included in the school development plan and the school improvement plan. The priorities for development are well matched to the needs of staff and pupils. Monitoring pro-formas are successfully used to evaluate how effectively pupils are taught and learn. Assessment and performance data show that this is a high-performing school. When pupils leave the school, at the end of Year 6, many are successful in national standard assessment tests and in the Kent selection tests for entry into grammar schools.

5. The school has very good self-review and quality-assurance strategies and these support the school's monitoring of its own effectiveness against both local and national targets. The results of this analysis are used to set realistic but challenging targets for pupils' learning and whole-school progress. For example, after a period of staffing difficulties, the senior management team and the governors identified the fact that the pace of learning in Years 1 and 2 was not as good as it should be. Strategies were devised and implemented during 2000 that have had the effect of raising standards in the 2001 national tests. The team spirit between teachers and support staff is very good. The governors, the senior management team and all the staff of the school share a good level of commitment to improvement, and the school's capacity for improvement is good. The procedures for the induction of new staff are good.
6. The school makes very good use of its financial resources, grants and other funding. Educational priorities are supported through the school's very good financial planning. The senior management team and the governors ensure that financial administration systems are very good. Many staff are aware of and familiar with new technology to support administration and pupils' learning. This was seen both in lessons and in the work of the very good school secretary. The school ensures that specific grants are used for their designated purposes. It monitors the effectiveness of its spending well in almost all areas and governors are fully informed. The principles of best value are applied very well to further the opportunities open to all pupils. However, the school could improve this even further by evaluating the impact on pupils' learning of the purchase of specific resources for learning.
7. The match of teachers and support staff to the demands of the curriculum is good. The school's accommodation is less than satisfactory, as is detailed later in this report. Classrooms are enhanced by the good quality of the pupils' work, which is displayed in many areas. Resources for teaching and learning are satisfactory overall. Resources for literacy and numeracy have been extended to meet the needs of the national projects in these subjects. The resources for information and communication technology are satisfactory in number, comprising two computers per class. However, there is a weakness in this provision because the length of time taken for a whole class of pupils to undertake any given task is too long and slows the learning of pupils considerably.
8. Stansted Church of England Primary School is a very effective school. Considering its context, the level of education that it provides, the standards that it achieves and the money that it spends, the school gives good value for money.

**The school's policies for the assessment and tracking of pupils' progress are very good**

9. The school has very good policies for the monitoring of pupils' academic performance and personal development. From the beginning of their time at school, pupils are made aware that continuing progress is essential for them to reach the highest levels of attainment that they can. Pupils' knowledge and understanding of their own learning are promoted well through the consistent practice of sharing learning objectives in all lessons. These objectives are written on classroom whiteboards. They are brought to pupils' attention at the beginning of lessons and referred to regularly as lessons progress. This has the effect of focusing pupils' attention on what they are to learn and has a significant effect on their overall progress. The achievement of these learning objectives raises the self-esteem and self-confidence of pupils.
10. To ensure a good match between teaching and learning, pupils' progress is continually assessed. These assessments are made both by teachers and classroom assistants. The results of assessments are recorded to provide a very good record of the progress of individual pupils. Assessment information is a key ingredient of target setting within the

school's system of tracking pupils' progress. Targets are set which are realistic but challenging, and progress towards them is regularly checked. The setting of personal targets for pupils also takes place within classes. Testing is used regularly to check on how accurate these assessments are, and the results of these tests are added to the information used for tracking pupils' progress.

11. Decisions about the progress of individual pupils are not based only on the results of tests and assessments. The information gathered through the continuous assessment of pupils' progress by class teachers and classroom assistants is also taken into consideration. The aims of the school, as shown in its policies, are of the highest quality. They are fully met in Years 3 to 6, and pupils' learning is accelerated in these years, reaching well above expected levels of attainment by the time that they leave the school. However, because of some weaknesses in the planning for the Foundation Stage and the use of assessment in Years 1 and 2, the same high level of attainment is not seen at the end of Year 2. These areas for development are explained later in this report.

### **The school raises pupils' levels of self-esteem and self-confidence very well**

12. Throughout the school, there is an atmosphere of celebration of the achievements of all pupils. This is evident in the high standard of displays of pupils' work, for example, in art, science and literacy.
13. The school has developed an excellent approach to teaching elements of two or more subjects in the same lesson, right across the curriculum. Rather than using the National Literacy Strategy solely to teach English, it is used as a teaching medium for other subjects. A scrutiny of pupils' work shows that the subject matter in literacy lessons in all classes includes science, religious education and information gathered during visits. In a very good literacy lesson with pupils in Years 2 and 3 on the presentation of information, a scientific theme of 'living things' was used. Thus, pupils made progress in their scientific understanding as well as improving their literacy skills. The use of information and communication technology was also shown in the teacher's planning. During the lesson, groups of pupils used computers to make lists using appropriate punctuation. Where this is at its best, information and communication technology is used well as a tool for teaching and learning. This is a particularly effective way of using the skills of one subject in learning in other subjects. Pupils gain in self-esteem and self-confidence when using what they already know, understand and can do in some subjects, to support their learning in others.
14. The school has a very effective inclusion policy and all pupils, including those with special educational needs, take part in all activities provided by the school. From the very earliest age, all pupils in the school are provided with experiences which broaden their view of the world around them. The range of visitors and visits provided by the school is outstanding. For example, in May 2000, while Years 5 and 6 were undertaking a residential visit to Beam House in Devon, the remainder of the school undertook an educational day visit to Lego Land. The whole school visited the Millennium Dome in June 2000. Visits by the police service are regular and the impressive list of visitors has included a baroque rock-and-roll music group and a visiting Christian group from Zimbabwe. In Years 5 and 6, pupils are taken on extended residential educational visits. These visits include opportunities for undertaking outdoor and adventurous activities. Pupils are encouraged to think and to express their thoughts and feelings from the time that they first enter the school. They develop confidence, initially because they recognise that they can try anything in the highly supportive atmosphere that surrounds them. Steadily this builds into self-confidence, which is combined with excellent behaviour and self-discipline to produce highly motivated learners. Music is another area which the school promotes to a high level. Mornings often begin with a time of quiet contemplation. Music of different types is played quietly in the background while pupils discuss and ponder on meaningful real-life situations or perhaps a religious theme. The school has access to the high-quality music tuition offered by the Kent

Music School, although this term no parents have taken up this option. Pupils listen to a good range of music in assemblies and take part in musical productions. This involvement in music and drama makes an excellent contribution to the self-esteem and self-confidence of pupils, which in turn has a very good impact on the standards that they achieve. Music also contributes highly to pupils' spiritual development.

15. The school provides numerous opportunities for pupils to help others. During 2000, a Christmas concert and a pupils' talent show were staged to raise funds for charity. At various times, funds have been raised for Help the Aged, Children in Need, and The Just Children Foundation in Zimbabwe. Clothes, food, toys and books were collected and sent to the children of Albania. More recently, pupils undertook to 'Earn a pound' for children in Afghanistan. This concentration on the needs of others has a significant effect on pupils' spiritual, moral and cultural development.
16. Sporting activities also have a high priority in the school's excellent programme of extra-curricular activities. Chelsea and more recently Arsenal Football Clubs have provided coaching in soccer skills. Kent County Cricket club provides coaching in cricket skills. There are clubs for rugby, netball, cricket, rounders and other sports according to season. When the school cannot provide the expert tuition required in a particular sport, it arranges to provide activities in an alternative way. For example, another local primary school includes girls from Stansted Primary in its netball coaching. There are regular training sessions for teams in major games and sporting fixtures with other local schools. The school takes great pride in the sportsmanship and outstanding behaviour of all pupils when representing the school in the wider community. For some pupils, sporting prowess is the key to raising their self-esteem. This in turn has a positive impact on their academic standards.
17. The school holds a special place in the village community. Often school events are a part of the social life of the village. The local horticultural society ensures that its annual show includes categories specifically for children to enter. Pupils from the school support local fetes and festivals with their dancing and singing. Local people, some without children at the school, visit regularly to support pupils reading and other activities. Many parents give freely of their time and skills to help improve the school environment by, for example, erecting fencing, gardening, painting or decorating. The Parish Council has enabled the extension of the school playground by allocating the school extra ground at a peppercorn rent, and allows the school to use the village hall for lunches and physical education lessons.
18. The excellent range and quality of these extra-curricular studies, visits and visitors are a major factor in the standards achieved by pupils in the school. By the time that they leave the school, pupils grow to be confident and have high levels of self-esteem. They develop the confidence to perform in public, whether speaking or reading their own writing at assemblies, playing music, singing or acting before larger audiences. The range of activities is wide enough to enable every pupil to find a strength. This has a very strong impact on their personal development. Pupils develop high levels of maturity and skills as intuitive, independent learners by the time that they are 11 years.

## **WHAT COULD BE IMPROVED**

### **The standards that pupils' reach by the end of Year 2**

19. Since 1997, the school's results at the end of Year 2 have declined slightly year on year. There are several reasons for this. The school has experienced a period of difficulty in the recruitment and retention of experienced high-quality staff and still has one full-time vacancy to be filled. An experienced teacher presently fills this post on a temporary contract. These difficulties have led to inconsistencies in the quality of teaching in Years 1 and 2. During 2000, the senior management team and the governing body brought greater rigour to the application of the school's monitoring procedures. This has had the effect of raising standards in all areas of the national tests for seven-year-olds in 2001.
20. The planning of the curriculum for children under five years of age does follow the national guidelines for the curriculum for children of that age. However, the detailed guidance contained in the 'stepping stones' is not yet fully used to match work carefully to the needs of individual children. This has the effect of slowing the pace of their learning, particularly for above average and more able children.
21. While the school's procedures for the assessment and tracking of pupils' progress are very good, the information gathered is not fully used in all subjects in Years 1 and 2. During lessons there is clear modification of tasks for pupils of lower and higher ability, and extension work is provided for any pupil who quickly completes the tasks set. However, the scrutiny of pupils' work shows that this modification of tasks often lacks the necessary range and this limits the progress made by above average and more-able pupils. This combination of circumstances means that the pressure for improvement is increased in Years 3 to 6. While this is being met very well, greater progress has yet to be made in the first three years of the school.

### **The accommodation of the school is less than satisfactory**

22. The school makes the best possible use of its accommodation. However, it is made up of an original village-school building, three mobile classrooms and office accommodation adapted from an old air-raid shelter. The main building does have a hall, but this is too small to be used either for dining or for physical education. Through the excellent relationships between the school and the local community, the village hall, which is about 200 metres from the school, is used for both these purposes. The village hall has a low ceiling which prevents the use of high-level or large-scale equipment for gymnastics, or the vigorous use of balls and other small games equipment. In wet weather it is unsatisfactory for pupils to have to walk between the school and the hall, either for lessons or to take their lunch.
23. Two of the three mobile classrooms were replaced with new temporary buildings during the summer break this year. The authority responsible for the school accommodation has recognised the needs of the school and has undertaken to build permanent extensions to the school in approximately two years. However, at present, none of the temporary classrooms has toilet facilities and none is linked to the main school with a covered walkway. While they present good spaces for teaching and learning, this is unsatisfactory. The offices for the headteacher and the school secretary are small and cramped. The school is in the process of developing an outdoor play area for children under five. However, as yet, the area designated is not specifically designed for these children's use and the number of large-scale and wheeled equipment for their use is insufficient.

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

In order to raise standards even further, the headteacher staff and governors should:

- (1) further raise standards at the end of Year 2 by:
  - I. ensuring the continued, rigorous implementation of the strategies for checking teachers' planning and the progress that pupils make that have been put in place and are beginning to raise standards; (paragraphs 3, 5, 19)
  - II. fully using the 'stepping stones' included in the curriculum guidance for children under five to plan more effectively for each individual child; (paragraphs 11, 20)
  - III. improving the use of assessment information in Years 1 and 2 to the same high level as that seen in Years 3 to 6; (paragraphs 11, 21)
- (2) continue to work closely with the authority responsible for the school's accommodation, to ensure that the planned new, permanent buildings fully rectify the weaknesses in the accommodation of the school. (paragraphs 7, 22-23)

The governors may also wish to include the following minor issue in their action plan:

- (1) evaluate the impact on pupils' learning of the school's spending on specific resources for teaching and learning. (paragraph 6)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

8

Number of discussions with staff, governors, other adults and pupils

7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	4	0	1	0	0	0
Percentage	38	50	0	12	0	0	0

### 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)

75

Number of full-time pupils known to be eligible for free school meals

3

*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

13

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

0

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

8

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

8

### Attendance 94.3%

#### Authorised absence

	%
School data	5.7
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	7	9
	Total	15	13	15
Percentage of pupils at NC level 2 or above	School	79 (67)	68 (67)	79 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	7
	Total	15	15	13
Percentage of pupils at NC level 2 or above	School	79 (83)	79 (100)	68 (83)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	5	6
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (91)	91 (91)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	5	6
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	100 (91)	91 (91)	100 (91)
	National	70 (68)	72 (69)	79 (75)

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	71
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)	4
Number of pupils per qualified teacher	24.8
Average class size	27.3

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	39

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
----------------	-----------

	£
Total income	212,104
Total expenditure	201,817
Expenditure per pupil	2,403

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 37.8%

Number of questionnaires sent out	82
Number of questionnaires returned	31

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	39	1	0	0
My child is making good progress in school.	32	55	10	0	3
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	29	39	23	3	6
The teaching is good.	35	58	0	0	6
I am kept well informed about how my child is getting on.	35	42	16	3	3
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	52	35	13	0	0
The school is well led and managed.	65	32	0	0	3
The school is helping my child become mature and responsible.	58	39	0	0	3
The school provides an interesting range of activities outside lessons.	29	35	23	6	6

These columns do not always total 100 due to rounding and the fact that not all parents respond to every question.

### Issues raised by parents

Inspection evidence supports the positive views of the great majority of parents. The use of homework to support pupils' learning increases throughout the school and is very good overall. The range of extra-curricular activities, trips and visits is excellent. The information provided for parents, particularly about the progress that their children are making, is very good. In these areas, inspection evidence does not support the views of a small minority of parents.