

INSPECTION REPORT

FISHBOURNE CE PRIMARY SCHOOL

Fishbourne, Chichester

LEA area: West Sussex

Unique reference number: 125983

Headteacher: Mrs W E Bray

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 27-28 May 2002

Inspection number: 196307

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Roman Way Fishbourne Chichester West Sussex
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend John Richardson
Date of previous inspection:	July 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fishbourne CE Primary School educates boys and girls aged between 4 and 11. It serves a small community to the west of Chichester. Almost half of the school's pupils come from outside the immediate catchment area. During the term of the inspection, there were 22 children in the Foundation Stage. In total, there are 196 full-time pupils, which is smaller than average for a primary school. Very few pupils come from minority ethnic backgrounds. About five per cent of the pupils are entitled to free school meals, which is below the national average. Approximately 11 per cent of pupils are identified as having special educational needs, which is again below the national average. The percentage of pupils with statements of special educational need is broadly in line with the national average. During the last school year, eight pupils entered the school other than at the usual time of first admission and two left it at times which were not those of the normal leaving or transfer for most pupils. This represents a normal level of mobility. Children generally enter the school at average levels of attainment, although this does vary from average to below average. A Section 23 inspector, who issues a separate report, inspected collective worship.

HOW GOOD THE SCHOOL IS

This is a good school that is popular with parents and pupils. For some year groups there is a waiting list for entry. There is a clear sense of community and by the age of 11 pupils' attainment in English, mathematics and science is well above average. Standards in art and design are above average too. In Years 1 and 2, pupils' progress is satisfactory. In Years 3 to 6, pupils make good progress. The headteacher gives clear educational direction to the school, and this is reflected in its good ethos. Pupils are sensitively looked after and their attainment is tracked well in English, mathematics, and science. In other subjects assessment is not well developed, and means that teachers have limited evidence about pupils' progress. The quality of teaching is good overall with some examples of very good teaching. Pupils' behaviour is very good, and they enjoy coming to school. Funds are managed well, and governors are aware of what needs to be done in order to maintain, or further improve aspects of school life. The school provides good value for money.

What the school does well

- Most of the pupils achieve very good standards by the time they are eleven, in English, mathematics, and science. Standards in art and design are above average.
- Pupils enjoy learning. They are keen, well motivated, and very well behaved. There are very good relationships between pupils and all adults.
- The teaching is good overall, and enables pupils to build up their skills and their body of knowledge effectively. They make good progress in their learning as a result of the good teaching, especially in Key Stage 2.

What could be improved

- The assessment procedures and practices in the non-core subjects are not securely in place. This means that teachers have limited evidence about pupils' progress.
- Communications between the school and parents are not as useful to parents as they could be; as a result some parents feel insufficiently involved in the life and work of the school. A quarter of parents have concern about the range, and arrangements, of after-school clubs.

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 July, 1997. At that time it was judged that the school was a 'good school with high academic standards and strongly held values and principles'. The four key issues required the school to:

- Focus more strategically on pupil achievement;
- Develop further the role of the subject co-ordinators;
- Ensure that all units of work clearly identify the learning objectives for pupils of different abilities;
- Install an appropriate extraction facility adjacent to the pottery kiln.

The tracking of pupils' progress is well developed in English, mathematics and science, but much work remains to be done in all other subjects. This is a similar judgement to that of the last inspection. The curriculum co-ordinators in English and mathematics have a secure knowledge of standards across the school. However, in science and all other subjects there are very few opportunities for subject co-ordinators to gain that understanding across both key stages. Good improvements have been made in identifying the learning objectives for all groups of pupils in lessons. The health and safety issue has been dealt with appropriately. Standards in information and communication technology and design and technology have risen at Key Stage 2. Overall, satisfactory improvement has been made since the last inspection.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows a picture of improving standards, except in science where standards have been maintained at a high level for the past three years. The school's overall rate of progress has kept up with national trends. English results are in the top five per cent in the country when compared to all schools and pupils' attainment is well above average when compared to similar schools. This inspection finds that pupils' achievements are very good in English, mathematics and science. According to teachers' assessments, it is likely that the proportion of pupils attaining the higher Level 5 in English this year will not be as high as in 2001, and that a greater proportion will attain Level 3. Overall, Year 6 pupils' literacy skills are above average, and they make good use of them in many other subjects. In mathematics, pupils' numeracy skills are above average, and many have a good feel for number. In science, they use the internet well, and are particularly good at conducting investigations. Pupils use computers very well, and skills are above average by the end of Year 6. Standards in religious education are satisfactory. In art and design, pupils' achievement is

above average. In 2001, the school's targets for English and mathematics were exceeded, but these were not particularly challenging in English. Since the last inspection standards have risen in English, mathematics, science, information and communication technology, and design and technology.

In the Year 2 national tests in 2001, pupils' attainment was below average in reading, writing and mathematics. When compared to similar schools, standards were well below average. The teachers' assessments of science show that standards were well below average. These results reflected the attainment on entry of this group of pupils, rather than the school's overall standards in Key Stage 1. The current inspection finds similar standards in reading, writing, and in mathematics to those of earlier years. Science is the least strong area. Pupils' literacy and numeracy skills are good. Pupils have a sound knowledge of computers and use them satisfactorily to support their work in English, but they do not make as much progress as they could in information and communication technology due to the lack of developed assessment procedures.

Children in the Foundation Stage make satisfactory progress, and most are on course to attain the expected standards in all areas of learning by the age of five. Children speak confidently, and have a good knowledge of the world around them.

Pupils with special educational needs make sound progress, and achieve well, according to their abilities. Boys and girls achieve equally well in this school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Work is enjoyed and pupils try hard to do their best.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms, and in the playground. Pupils are very polite and helpful to visitors.
Personal development and relationships	Very good. Pupils help and support each other. They get on well together. Staff are very good role models for pupils to aspire to.
Attendance	Good. Pupils are punctual and they get to work straight away.

TEACHING AND LEARNING

Teaching of pupils in:	Years 1 – 2	Years 3 – 6
Quality of teaching	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 is similar to that at the last inspection. The quality of learning is closely linked to the quality of teaching, with teachers making good use of questions to explore the depths of pupils' understanding, as well as their knowledge. This helps the pupils to make good progress. The teaching of English and mathematics, including literacy and numeracy, is good. All teachers have a good understanding of the teaching of basic skills, and have good subject knowledge in all areas of the curriculum. The needs of pupils are met well, although teachers plan less clearly for individualised needs in the non-core subjects. The quality of teaching for pupils with special educational needs is sound. Assessment

information is used well in English, mathematics, and science, but not in other subjects. In the very good lessons, teachers make it very clear what they expect the pupils to learn and have high expectations of what they can achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular provision is relatively broad, balanced and planned well to achieve progression in pupils' learning. It is less secure in the non-core subjects. The National Numeracy and Literacy Strategies have been implemented well. All statutory requirements are met.
Provision for pupils with special educational needs	Satisfactory. Pupils of all abilities are given sound support, and this helps them to make satisfactory progress in their learning.
Provision for pupils with English as an additional language	There are no pupils currently on roll with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Pupils' understanding of their own culture is good, but their understanding of the diversity of cultures in British society is less secure. Right and wrong are clearly understood. Provision for pupils' social development is good and results in their very good behaviour.
How well the school cares for its pupils	Good. Pupils are well looked after. They are happy, safe and secure, and all the staff know the pupils well. The school has good procedures for promoting good behaviour. The integration of pupils with special educational needs is good.

The school provides a satisfactory range of extra-curricular activities, but these do not always happen on a regular basis.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives clear educational direction to the school. All staff work very closely together, but the school misses opportunities to involve parents frequently in its life and work. Some subject leaders have insufficient knowledge of their subjects across the school.
How well the governors fulfil their responsibilities	Many governors are new to the school, and they have a newly elected chairperson. The governors are committed to the school's success.
The school's evaluation of its performance	Satisfactory. The headteacher makes sound use of data about standards and teaching, to make improvements. Subject leaders do not yet analyse results in their subjects and take action on the information.
The strategic use of resources	Satisfactory. Funds are well targeted towards maintaining high standards. The school applies the principles of best value well.

Clear leadership promotes the school's good ethos well. The links with parents are not as strong as they could be, and this is an area for the school to improve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Behaviour in the school is very good.• The school has high expectations of work.• The school is well led and managed.• The teaching is good.	<ul style="list-style-type: none">• 26 out of the 107 respondents do not feel well informed about their child's progress.• 34 parents out of 107 do not consider that the school works closely enough with them.• 61 parents out of 107 expressed concerns about the lack of after-school clubs.

Half of all parents responded to the parents' questionnaire. The majority think highly of the school, except in the three areas highlighted in the table above. The inspection team supports parents' positive comments. The team found that there is generally sufficient information given about children's progress although it does vary between classes. There is room to develop the school's links with parents, especially in respect of clearer, friendlier communications. During the inspection very few parents were seen in the school, and it would benefit from a closer liaison with parents to strengthen links. There is a satisfactory range of after-school clubs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Most of the pupils achieve very good standards by the time they are eleven, in English, mathematics, and science. Achievement in art and design is above average.

1. Standards have improved since the last inspection. Pupils at Fishbourne learn effectively because they are taught well. They try hard to do their best and they get on with each other. When children start in the Reception class, many of them are of average attainment, although this does vary between average and below average. All children get a sound start to their education, making satisfactory progress so that by the time they are five the higher-attaining children are mostly working towards Level 1 of the National Curriculum in language and literacy, and numeracy. The other children are not at this level but they make satisfactory progress in their learning in the Foundation Stage.
2. Pupils are taught well, and this is why they reach such good standards by the time they are eleven. The school places an emphasis on preparing pupils well for the national tests. Standards in English, mathematics and science are well above average by the end of Year 6. This fairly reflects the abilities within the current Year 6 class, where there are a greater number of pupils with special educational needs than previously.
3. It is likely that the 2002 English results in the national tests will not be quite as good as those of 2001. In 2001, there was a high proportion, almost 60 per cent, of pupils who attained the higher Level 5. This year it is likely that this will be halved, and a greater proportion of pupils will attain a Level 3.
4. By the end of Year 6, pupils are confident when talking and expressing their ideas. In one lesson, they discussed the similarities and differences between Keats' *Ode to Autumn* and Ted Hughes' *There came a day*. Pupils showed good understanding that 'Autumn' offered bribes to people by giving them something. They will stuff them 'with apple and blackberry pie, They'll love it till the day they die'. However, not all pupils were sure that seeds sleep in winter and emerge in spring. Some pupils felt that the Hughes poem was easier to understand, others thought that the Keats poem made you feel 'warm and safe'.
5. There are good opportunities for writing for a purpose. A good example is the letters exchanged with the class pen-pals in Holland. When reviewing books, pupils occasionally record their work on the computer. The quality of pupils' handwriting is variable, and does not reflect accurately their abilities. There is little consistency in approach. Reading is good, and the pupils experience a good range of literature. The class focus on one author is interesting for pupils, and enables them to experience a variety of books by the same author, often in a different tone. As individual targets are set on the front of their books, pupils know what they are expected to achieve in order to improve their work, although when asked some pupils were unable to remember what they were. The good teaching and high expectations at the end of the key stage contribute significantly to pupils' learning in other subjects, such as history and geography.
6. In mathematics, the oldest pupils have a firm grasp of calculating fractions and percentages, understanding the relationship between them. The higher-attaining pupils accurately calculate angles, and have a good knowledge of prime numbers. In Year 6, pupils accurately calculate subtraction sums using decimal notation. They find the

factors of numbers one to 50, and the nearest multiples of 10, 100, and 1000 of given numbers. Pupils' numeracy skills are used well in science when measuring temperature, for instance. Information and communication technology is used very well to support learning. For example, pupils in Year 6 form a table to tabulate their science results. Year 5 pupils set out to find how many police are needed to save a town from crime. Pupils create line graphs showing that, to ensure safety, the town mayor would need one policeman to cover a 'block plus 1'. Year 3 pupils show some misconceptions through being taught to add the hundreds before the units, when doing addition sums. This makes subtraction using decomposition more difficult than it need be.

7. Science is enjoyed, and most pupils by the age of eleven have a sound understanding of a fair test. Pupils investigate spinners, making good use of prediction and estimation in deciding what might happen as they spin faster. Pupils make good use of scientific vocabulary in collaborative discussions about their work. Information and communication technology is used well as pupils transfer images taken of the investigation, using a digital camera, to a word program. In Year 5, when pupils work in three's to devise questions that will form an experiment, ideas such as, *How does a candle burn?* and *Why does light travel in a straight line?* capture pupils' imaginations. The challenging task set by the teacher, of devising ways to test the questions, proved more difficult except to the most able pupils. However, all were beginning to think like scientists. The good link with the local technical college enhances the provision for science, as did the *Science Day* held by the school during the last academic year. Visits to the River Ems and the bi-annual visit to the Isle of Wight further enhance provision.
8. In art and design, the previous inspection found standards to be above the national expectation in both key stages. On the available evidence, standards now are in line at Key Stage 1 and above expectations at Key Stage 2. Much visual evidence is available around the school, where standards of display are good. There are many factors that have contributed to the continued good achievement in the upper school. The school has the definite intention to bring the arts 'back to pre National Literacy and Numeracy Strategy standards'. So much time and effort went into ensuring the effective implementation of the strategies that art 'took a back seat' for some time. The school has held successful *Art Days*, and recently involved artists in residence who worked with various groups of pupils. The result of this work is a heightened awareness of aspects of local life. Following a series of workshops, Year 4 pupils produced a high quality impression of the John Piper tapestry in Chichester Cathedral using 'creative paper'. This colourful work is mounted in the school hall, reminding all of the richness that exists in the close locality. Year 5 pupils visited Petworth House and as a result they created lively tie-dye embroidery. They showed a good knowledge of wax resist and, having sewed their design onto fabric, used sequins and wool shapes to enhance their creations. In Year 6, pupils sketched imaginative pictures of the friction grip patterns on their trainers. These developed into ways of presenting work as, for example, cut designs.

9. Lively examples of clay work are evident in Years 1 and 2, showing red and green dragons. These are complemented by a whole class effort that created a papier-mache dragon. This artwork supported the topic about dragons that resulted in good quality work in art and English. In history, close observational drawings of flat irons told more about 'Life in Granny's Day'. Information and communication technology is used well to create pictures in the style of Hockney, following a class visit to Halnaker Mill. Good colour and design in these pictures shows pupils' understanding of the style; additionally, colourful clay tiles were used to interpret Hockney's *California Road* painting. This work is of a high standard.
10. Work analysis, from looking at the art portfolios and displays, shows that pupils across the school have good opportunities to study the works of artists from different times. Collage is used very well to create interpretations of the local area, using a range of materials, particularly textiles and fabrics. The Year 6 class produced a thoughtful clay sculpture of *Hands* as a result of their topic on the human body. The art portfolio is the first step in the school's assessment of art and in teachers gaining an understanding of what pupils are capable of achieving. The work is of a high standard. However, it is not levelled against the National Curriculum, dated or annotated, so it is difficult to ascertain the standards of the majority of pupils, or even if this portfolio work is representative of pupils in the present cohort. The co-ordinator takes an art club for the junior pupils. The result of this keenness is evident in other parts of the school. Year 4 create interpretations of *La Sagrada Familia*, the cathedral in Barcelona partly constructed by Gaudi. Pencil drawings, of a high standard, capture the feeling of the cathedral well; additionally, clay is used realistically to model aspects of the spires. Artwork extends the Year 4 topic on 'Rivers', and very good embroidery of rivers flowing through a valley enhances the topic. The current practice of removing pupils from geography and other lessons, to work with a classroom assistant on art projects, means that the curriculum entitlement of some pupils is less than secure.
11. The school's overall rate of progress in the improvement of standards has kept up with the national trends. Its targets were met relatively easily last year in English, but they were not especially challenging. A similar situation is likely to arise in English this year. Able pupils are encouraged to attend the local authority's 'enrichment' course that takes place on a Saturday morning. The pupils' work in art and design enhances well the environment for learning, as reflected by the school's many good displays.

Pupils enjoy learning. They are keen, well motivated, and very well behaved. There are very good relationships between pupils and all adults.

12. Pupils are enthusiastic about school life, they like coming to school and taking part in activities, and they are keen to do well. This is because most of their lessons are interesting, and pupils understand the school's expectations of them. All staff ensure that there is consistency of approach when dealing with pupils, and this results in a calm and supportive atmosphere in the school. The staff know the pupils well. During lessons, the pupils are competent at organising their work. They gather resources together quickly, making a prompt start as in a science lesson, when Year 6 pupils were investigating spinners. They gathered their equipment, organised how they were going to tackle their investigation, and recorded their findings very efficiently indeed. The relationships between all pupils and adults are very good. They are characterised by friendly respect, which allows, on occasions, for genuine intellectual discussion where adults and pupils are respecting each other's suggestions and ideas.

13. The pupils behave very well and there have been no exclusions. In the playground, the atmosphere is calm and relaxed, with everyone getting on well with everyone else. Because many of the lunchtime supervisors are classroom assistants, the pupils know them well and mutual respect and understanding are evident during these times. The spacious grounds aid pupils' good behaviour, as there is plenty of space in which to run and play. Behaviour in assembly and during the lunch hour is also very good. Pupils can be trusted to do their best, and this reflects their good moral and social development and their maturity. The school has high expectations of pupils' behaviour, and these are met well.
14. The parents at their meeting with the registered inspector thought that the school promoted understanding, self-discipline and kindness, and the inspectors agree. Many parents chose the school because of the high standards, good behaviour, and the school's reputation in the local area. Rules are clearly established and positively expressed, and displayed in classrooms. However, there is no 'School Council' to represent pupils' views. Overall attendance levels are good and pupils are punctual. It is a measure of the school's success that pupils are enthusiastic about school life and that they want to learn and to do well.

The teaching is good overall, and enables pupils to build up their skills and their body of knowledge effectively. They make good progress in their learning as a result of the good teaching, especially in Key Stage 2.

15. At the time of the last inspection, teaching was judged as 'good with some very good features'. This remains the case; however, the percentage of very good or better teaching has increased and there is less unsatisfactory teaching. Overall, the quality of teaching is very similar to that found in 1997.
16. Throughout both key stages, the quality of teaching and its impact on learning are good. The staff work very well together, although occasionally classroom assistants are unclear about their role, or about the learning objectives in lessons. In the classroom, all teachers establish clear guidelines for the quality of work and behaviour. This is especially good in the upper junior classes.
17. The children get a sound start in the Reception class, where teaching in the one lesson seen was satisfactory. Overall, good teaching is evident throughout the school with some very good teaching of English in Year 1 and Year 6, and very good teaching of information and communication technology in Year 5. When teaching is unsatisfactory, the teacher's own subject knowledge is weak and this results in inappropriate methods being used. The teaching of English is better than that of mathematics. Pupils with special educational needs are taught satisfactorily. This makes their learning effective, enabling them to make satisfactory progress.
18. There is much strength in the teaching. Lessons start briskly, especially literacy and numeracy, frequently with a quick question-and-answer session to find out how much the pupils have remembered since last time. Questions are used effectively to explore the depths of pupils' understanding, as well as their knowledge. A good example occurred during a religious education lesson with older junior pupils, when the teacher asked 'What is forgiveness?'. Pupils suggested that forgiveness meant 'that you forget what someone has done to hurt you', 'if something bad is done to you, put it behind you'. These ideas were then extended as the teacher explored with the pupils the ideas of trust and anger. Excellent links were made to the parable of the unmerciful servant, which the pupils remembered well. They developed a very good understanding of forgiveness as a result of the high quality teaching. The depth and quality of the

questioning constantly challenges pupils by keeping them alert and keen to listen and respond.

WHAT COULD BE IMPROVED

The assessment procedures and practices in the non-core subjects, are not securely in place. This means that teachers have limited evidence about pupils' progress.

19. The last inspection reported that there were effective assessment systems in place for English and mathematics, but these systems were less well developed in other subjects. Since then assessment has developed in English and mathematics as a result of the National Strategies for Literacy and Numeracy. There has been an improvement in the assessment of science in Years 3 to 6. Overall, there has been limited development in assessment in other subjects during the past five years.
20. The school has developed very good quality portfolios in all subjects; however, the work is not levelled against the National Curriculum level descriptors, work is not annotated or dated, and there is no evidence of the work being moderated. In their present format, the portfolios give no evidence of progress over time, and do not reflect a representative sample from pupils across the ability range.
21. Standards in science are not as high as they could be in Years 1 to 2, as a result of teachers 'playing safe' with their end of key stage assessments. The science work at this key stage has not been moderated for the past two years, and this also leads to lower than expected standards. This group of Year 2 pupils have the capability to achieve higher standards in science, but the school puts the emphasis on raising standards in reading, writing and mathematics, sometimes at the expense of time and effort used for other subjects.
22. The marking of pupils' work is insufficiently diagnostic, and rarely tells pupils how to improve their work. Congratulatory comments, as seen in most books, have a limited effect on pupils' progress. Target setting is at a very early stage of development in the school. Where it is in place, there is no systematic way of checking whether the pupils' targets have been met, and there is inconsistency across the school. The school does have tracking sheets in place for English, mathematics and science, but these are not shared with either pupils or parents. Using the school's topic scheme of working, teachers predict expected levels, but these are linked to topics, not subjects. Pupils are not yet involved in making assessments about their own work.
23. The school has yet to devise a method that ensures adequate quality time for the non-core subjects, that is consistent across the school. Assessment is a whole school issue, identified in next year's development plan. However, the less than rigorous, formal assessments of pupils' progress in the non-core subjects make it difficult for teachers to measure pupils' progress. This limits the progress of which they are capable.
24. The co-ordinator has been in the post since last September, she has made good progress since that time is putting in place some basic assessment procedures. She recognises that there is still much to be done. The school identifies some aspects of assessment for further development on next year's school development plan, however, the school has not yet developed a culture of target setting and assessment to raise standards. The co-ordinator's action plan shows an updating of the school's assessment policy, but improvements are not set within a clear timeframe, and this restricts development. The present topic-based approach to teaching makes it more

difficult for teachers to chart pupils' progress in the non-core subjects, and to raise standards. Whole school agreement about what and how to assess is urgently required.

Communications between the school and parents are not as useful to parents as they could be; as a result some parents feel insufficiently involved in the life and work of the school. A quarter of parents have concern about the range, and arrangements, for after-school clubs.

25. Almost a quarter of the 107 parents who responded to the parents' questionnaire expressed a concern about a lack of information from the school about their child's progress. The yearly reports miss out important information, such as comparisons with national standards and information about what the child needs to do in order to improve. The quality of written reports varies between classes, although all show a good understanding of individual children. There are opportunities for parents to talk to teachers during the spring term in particular, when a formal meeting is held. The school holds other meetings, such as explaining the procedures about the national tests, the new intake meeting for the Reception children, and information about the residential visit, which takes place every second year.
26. Parents receive half-termly letters, which focus on topic work, asking for support from home. However, they lack sufficient curriculum content to be really useful to parents. Some parents, however, are pleased with the school's communications, and find them helpful.
27. The school's arrangements for after-school clubs this term mean that teachers run them all on a fixed day. However, parents find that having clubs organised on just one day means that pupils cannot always go to the ones they want to attend. The offered clubs include, games, first-aid, country dancing and art. The school consulted parents about after-school clubs some years ago, but there have been no recent communications about them.
28. Thirty-four parents, of those who responded to the questionnaire, expressed anxiety about the way the school works with parents. There are differing views about this, as the majority of parents, 71 out of the 107 who replied to the questionnaire, expressed satisfaction with this aspect of the school's work. The inspection team finds that there are lost opportunities; for example, no parents attended the school's assembly that was taken by pupils from a local school. During the two-day inspection there was a lack of parents helping in the school, but they do help with school trips and with such activities as swimming and artwork.
29. There is an effective Home/School association in place. The school hosts an annual village fete each year, which is a major source of income for the school. The school has a wide catchment area and, although informal day-to-day contact with parents is good, not all parents are readily available to come to the school at the beginning and end of the school day. This means that welcoming communications from the school are especially important, to include all members of the school's community. There are some very good examples of school and parent liaison, using the Home/School reading books well, but the quality is not consistent across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. To build on the good work already achieved, the headteacher, staff and governors should:

(1) Urgently develop and implement assessment procedures in the non-core subjects, including information and communication technology and religious education, by:

- Looking closely at weekly planning to identify assessment opportunities;
 - levelling work in the school's portfolios against the National Curriculum level descriptors;
 - developing ways in which pupils' work is assessed and recorded;
 - being involved with other schools to moderate and agree levels of pupils' work;
 - giving subject co-ordinators time to analyse results in their subjects to help improve standards over time;
 - sharing target setting with both pupils and parents;
 - involving pupils in the assessment of their own work.
- (Paragraphs 19-24)

(2) Improve communications and links with parents by:

- actively seeking to involve parents in the arrangements for after-school clubs;
 - seeking parents' views more regularly and systematically about the type of help they are prepared to give to the school;
 - affording parents more opportunities for involvement in the life of the school, such as by attending assemblies;
 - providing a more consistent style of reports for parents that include national comparisons and ideas about how their child can improve.
- (Paragraphs 25-29)

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	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	6	4	1	0	0
Percentage	0	31	38	25	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y1
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	196
Number of full-time pupils known to be eligible for free school meals	N/A	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y1
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	0	21

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	2

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	10	9	10
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	79 (96)	83 (96)	83 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	10	10	10
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	83 (96)	85 (96)	86(96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	15	14	16
	Total	28	25	29
Percentage of pupils at NC level 4 or above	School	97 (90)	86 (87)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	13	14	13
	Total	24	25	25
Percentage of pupils at NC level 4 or above	School	83 (80)	86 (83)	86 (97)
	National	72 (70)	74 (72)	82 (79)

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	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	193
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)	8.5
Number of pupils per qualified teacher	23:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	142

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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.

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	2001
	£
Total income	453483
Total expenditure	424000
Expenditure per pupil	2186
Balance brought forward from previous year	36596
Balance carried forward to next year	45114

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	4	1	0
My child is making good progress in school.	54	41	3	2	1
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	45	42	8	3	2
The teaching is good.	53	44	2	1	0
I am kept well informed about how my child is getting on.	27	48	20	5	0
I would feel comfortable about approaching the school with questions or a problem.	45	46	7	2	0
The school expects my child to work hard and achieve his or her best.	59	36	5	0	0
The school works closely with parents.	19	49	26	7	0
The school is well led and managed.	53	37	8	2	0
The school is helping my child become mature and responsible.	45	51	3	1	0
The school provides an interesting range of activities outside lessons.	9	26	29	30	7