

INSPECTION REPORT

HASELBURY PLUCKNETT C of E (VC) FIRST SCHOOL

Haselbury Plucknett, Crewkerne

LEA area: Somerset

Unique reference number: 123816

Headteacher: Mrs Hilary Austin

Reporting inspector: Mrs Kay Cornish
21080

Dates of inspection: 27th – 28th May 2002

Inspection number: 196309

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	North Street Haselbury Plucknett Crewkerne Somerset
Postcode:	TA18 7RQ
Telephone number:	01460 72833
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Appropriate authority:	The Governing Body
Name of chair of governors:	Barbara Gilbert
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

Haselbury Plucknett C of E (VC) First School is smaller than average and has 73 pupils aged from 4 to 9 years, with almost an equal number of boys and girls. Pupils are organised into three classes with an average class size of 24. No pupils are from homes with English as an additional language. There have been no exclusions. The number of pupils on the register of special educational needs is 15, which at 21 per cent, is slightly below the national average. No pupil has a statement of special educational need, which is below average. Six pupils have free school meals, or 8.2 per cent, and this is below the average. The number of pupils joining and leaving the school other than at the usual time, is higher than average for joining and lower than average for leaving. Assessment of children on entry to reception shows that most are close to the Somerset average for writing and mathematics, and slightly above average for reading. Speaking and listening skills and personal, social and emotional development are below the expected levels. Most children attend some form of pre-school before entry. The school is in an area of great scenic beauty with strong community links.

HOW GOOD THE SCHOOL IS

Haselbury Plucknett C of E (VC) First School is most effective at providing a very good, enriching education for its pupils. Pupils make very good progress in their learning. Standards of attainment have improved, and by the end of Year 4, most pupils achieve well above the national averages in speaking and listening, reading, mathematics and science. By the end of Year 2, standards are above average. Teaching is very good overall, occasionally it is excellent. Very good enrichment activities ensure that all pupils have equal opportunity to participate in a fully inclusive programme, resulting in an open acceptance of individuals. The school gives good value for money.

What the school does well

- Standards and achievements in speaking and listening, reading, mathematics and science are well above average levels nationally by the end of Year 4.
- Teaching is very good, with some excellence, resulting in pupils' very good learning.
- The industrious headteacher works effectively and gives very good educational direction. She is well supported by a talented staff and well informed governors.
- The very good personal development of all pupils is ensured through very good relationships, support of all staff and very good extracurricular enrichment.
- Assessment procedures are very good and ensure good planning of the curriculum and very good monitoring of pupils' progress.
- Parents consider that the school is excellent and their impact, including that of the community, on the work of the school, is very good.

What could be improved

- Although pupils' factual writing is often good, their personal, expressive writing and style are not of the same high standard, and are areas for development.
- The lack of a hall limits full class provision for drama, dance, gymnastics, and for creating an appropriate ambience during collective worship of the whole school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the previous inspection in July 1997. All the key issues from the previous inspection have been rectified, although the focus on a lack of a school hall is still ongoing. The National Literacy and Numeracy Strategies have been implemented very effectively. The school development plan identifies more clearly the

timescale for each target, any costs involved and the evaluation of success criteria. Governors have attended training sessions for their roles and responsibilities and are now more closely involved with the school. Assessment procedures have been reviewed and are now strengths. Assessment is used to inform planning as well as for tracking pupils' progress. Pupils are regularly set individual targets. Monitoring of class teaching has been introduced as well as a teaching and learning policy. Greater delegation has been given to subject co-ordinators and school policies have been completed. Schemes of work have been developed with a timetable for updating. All classes are linked to the Internet under protection rules, and information and communication technology skills have improved. Through questionnaires, parents have been given the opportunity to express their opinions about school. Significant improvements for resourcing the reception year have been made. Parents recognise the improvements made and are pleased with them.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	C	B	B
Writing	A	B	B	B
Mathematics	C	A	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results are good for all subjects. Trends over time show consistent progress in learning. The school has decided to focus on writing attainment because Level 3 (the higher level) in writing is not as high as the advanced Level 3 grades in reading, mathematics and science at the end of Year 2. Current standards in Year 2 are above the national averages and similar to the results of 2001, despite a high mobility factor of new entrants into the year for 2002. Current standards in Year 4 are well above the national averages by the time pupils leave the school, for speaking and listening, reading, mathematics and science. Although writing standards are above the expected level for handwriting, spelling and factual explanations in a clear order, pupils' personal, expressive writing is not of such a high standard. At times it lacks style, and the use of complex sentences which include enriched phrases, poetic imagery and appropriate connectives. There is insufficient development of paragraphing in Year 4. Standards in information and communication technology (ICT) are above the expected level nationally due to good teaching and detailed monitoring of pupils' skills. Pupils' attainment in religious education is above the recommended requirements of Somerset's agreed syllabus. Assessment of children on entry to reception shows that most are close to the expected level of Somerset local education authority. By the beginning of Year 1, pupils are above the Early Learning Goals¹ in most aspects, apart from writing, when they are close to the expected level. Pupils with special educational needs, including travellers, make very good progress, often reaching national targets for reading, number and science. Higher attaining pupils are well challenged in each year group and consistently reach higher levels in tests. Overall, from

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

entry to reception to the time they leave in Year 4, pupils make very good progress to attain well above average standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and to lessons and tasks are very positive. Pupils are keen and happy to come to school and show very good levels of interest, so that concentration is very good. A high proportion of pupils are involved in the very good range of extracurricular activities that the school provides.
Behaviour, in and out of classrooms	Behaviour is good. Pupils feel valued and are open with adults. No evidence was observed of any oppressive behaviour or bullying.
Personal development and relationships	Personal development is very good due partly to the very good relationships, support of all staff and very close monitoring and recording of pupils' personal progress. Pupils are very keen to take on responsibility and to use their initiative in helping others.
Attendance	Attendance levels are good and above average. Pupils arrive punctually and lessons begin on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Good	Very good

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

Teaching has a strong impact on pupils' very good learning. The quality of teaching during the inspection was very good overall and occasionally, it was excellent. Teaching has improved since the previous inspection. Very good teaching in reception ensures that children improve from below the average level in their personal, social and emotional development and speaking and listening skills to standards which are above the Early Learning Goals at the beginning of Year 1. In addition, children's reading and mathematics skills show good achievement from the county's average to above average. The teaching of phonics² for reading and spelling is very good. In all year groups, very good teaching was observed. Excellent teaching encompasses some excellent subject expertise shown for reading, mathematics, science and physical education; high expectations of standards, methods employed, and some aspects of planning. The teaching of the National Literacy Strategy is good. The teaching of the National Numeracy Strategy is very good, particularly for measurement and problem solving. Teaching of scientific investigations and evaluating findings is most noteworthy. There is very good teaching of pupils with special educational needs, including travellers. Marking is consistent and gives clear guidance for pupils to improve. Assessment procedures are very thorough and usefully inform planning of lessons and monitoring of pupils' academic progress. Homework procedures are clear and helpful. Teachers have high expectations of pupils' targets so that the needs of all pupils, including higher attaining pupils, are successfully met. There is good management of pupils' behaviour and very effective methods used to make lessons interesting. The teaching assistants have

² This refers to the sounding out of letters and blends in order to read unfamiliar words.

received good training and offer very good support for pupils during lessons and on other occasions. Although the teaching of writing style, personal and expressive writing and paragraphing is less successful than other aspects of writing and reading, teaching overall is of a high standard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good and meet statutory requirements. Teachers have worked very hard to improve successfully the policies and schemes of work since the previous inspection. All pupils are fully included in an enriching range of extracurricular activities. Planning the improvement of pupils' writing style in Years 2, 3 and 4 is an area for development.
Provision for pupils with special educational needs	Provision for special educational needs is very good, including the education of travellers. Pupils have full and equal opportunities to experience all on offer at the school. They make very good progress due to very good teaching and good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is a strength. The school's provision clearly reflects its aims and Christian ethos and the school is strong in monitoring very good personal development and setting individual targets. There is very good spiritual development through religious education, art, literature and extracurricular activities. Pupils' social development is very good. Moral development is good and reflected in recorded work for religious education, circle time and Golden Time. Cultural development is good and is promoted through fund raising activities, festivals, theatrical events and lessons.
How well the school cares for its pupils	Pupils receive good support and guidance as they mature and they are confident to approach adults with any concerns. The positive and supportive environment ensures that the majority of pupils learn progressively. All staff work hard to maintain a safe, clean and happy environment. Procedures for assessing pupils' attainment and progress are very good. The analysis of assessment information to guide the whole school is very good.

Parents consider that the school is excellent. The school's partnership with parents is very good. Parents are accurately informed about their children and the school. School routines are well ordered and unobtrusive, and the ethos is friendly and caring.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The industrious headteacher works effectively and has a very clear grasp of the school's strengths and needs. She gives the school very good educational direction. She receives very good support from her talented staff. Co-ordinators are very good at monitoring and evaluating their subjects which helps to improve standards. All staff work well as a cohesive team.
How well the governors fulfil their responsibilities	The chair of governors is long standing and gives sincere support. Governors have a good understanding of the school's strengths and areas for development and are most effective in fulfilling statutory duties. They are well informed and there is a very good shared commitment to improve all aspects.
The school's evaluation of its performance	The school's development plan clearly identifies priorities for improvement, which are carefully costed, with key personnel listed. The school has taken quick action over all the previous report's issues and created strengths out of former weaknesses. Monitoring and evaluating of development are very good.
The strategic use of resources	The school has improved much of its building resources to create extra working areas and it uses all its resources to full capacity. There is good use of specific grants to support additional literacy, numeracy, ICT and special needs. A significant amount of last year's budget surplus has been used to increase building facilities and teaching assistant support. Despite the constraints of a class housed in the school's former hall, the accommodation is used to the maximum. Governors and staff are still very concerned that the lack of a hall creates difficulties. Best value principles are applied regularly and the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents consider that the school is excellent and children are happy to come to school. • They like the extended family ethos with older children caring for younger ones. • Parents are very appreciative of staff commitment, information received and pupils' records of achievement. • Staff know children well. • There is an interesting range of activities. • The gaining of a school field for sports and constant improvements made to the building. • Good liaison with other schools. 	<ul style="list-style-type: none"> • The provision of a school hall or a new classroom.

Inspectors agree with all that pleases parents. They consider that parents have given very good support in providing computers, books and help with extracurricular activities. Inspectors agree that a new classroom would release the school's hall for its intended

purpose, but that this is beyond the reach of the school's finances without the help of the local education authority.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'Standards and achievements in speaking and listening, reading, mathematics and science are well above average levels nationally by the end of Year 4.'

1. Pupils' learning, overall, is good in English, particularly in speaking and listening and reading. Children enter reception with above average standards in reading, but below in speaking and listening according to Somerset's analysis of the county's data. By the time they leave in Year 4, pupils are well above the national average levels in both aspects. By the beginning of Year 1, pupils' reading standards have been maintained as above, and speaking and listening standards have improved to be in line with the Early Learning Goals. By the end of Year 2, pupils' attainment in speaking and listening and reading is above the national average, as it was in the National Curriculum test results of 2001. Higher attaining pupils are challenged well in each year group. Pupils with special educational needs make very good progress and often attain the national average for reading. The good progress in learning in these aspects of English for all pupils is due to very good teaching, very good support from teaching assistants, and pupils' equal access to the concisely planned curriculum.

2. Speaking and listening skills are very good overall. By the end of Year 2, standards are ahead of expected levels. Pupils listen carefully to the teacher, adults and each other. Many appropriate opportunities are provided for pupils to develop good enunciation and understanding of conversations, as, for example, when they explain clearly the sequence of a story's plot or describe the sequences they make when using a computer program. By the end of Year 4, standards are well above the expected levels in speaking and listening. Older pupils are articulate, confident speakers, whether being in a small group or in front of the whole school during collective worship. For example, pupils discuss all areas of their learning with very good vocabulary and fluency of ideas, showing a high level of understanding during discussion times.

3. Reading standards are above the national average by the end of Year 2. By the end of Year 4, they are well above the national average. Pupils read enthusiastically with good expression and full understanding of the printed word. Pupils are able to discuss the plot, characterisation and features of narration in stories. Their prediction of events, awareness of recurrent themes by individual authors, are exceptional. They have very good extended research skills and are competent in the use of dictionaries, due to their very good awareness of phonics and their blending. In Years 3 and 4, the secure higher reading skills of skimming and scanning help pupils in their research in other subjects, such as when studying plant life in science.

4. Compared to the 2001 national standard for all schools and for schools in similar contexts, the school's performance in mathematics and science National Curriculum tests was above the national averages in Year 2. During the inspection, current pupils in Year 2 showed similar standards. In Year 4, current pupils' attainment in mathematics and science is well above the national averages. Higher attaining pupils are challenged well and pupils with special educational needs are given equal opportunities to the curriculum through very good support. As a result, all learning is very good by the end of schooling.

5. In mathematics, by the end of Year 2, pupils have a secure understanding of the value of each digit in larger numbers. Flexibility in using numbers in a variety of ways when calculating is good. There are very good strengths in measurement, particularly when problem solving. Pupils choose the unit of measurement correctly. Their recorded work is

logical, neat and shows a high degree of accuracy when using decimetres, centimetres and metres. Pupils' knowledge of two and three-dimensional shapes is good. There is good analysis made when handling data as, for example, when pupils complete a survey of car colours seen, mapping their tallies in graphical format. Pupils' knowledge of time, mass and capacity is good.

6. By the end of Year 4, pupils use all four operations with a high degree of accuracy and flexibility with numbers when solving problems and investigating. A high proportion of pupils is very secure when using a vertical layout to divide. Knowledge of multiplication tables, factors, fractions and decimals is very good. Pupils' measurement skills are very secure. Pupils measure and compare angles correctly, and higher attaining pupils know the differences in the types of triangles. A significant proportion of pupils accurately use millilitres and litres, grams and kilograms. Higher attaining pupils are very secure using different graduations and negative numbers when using a variety of scales.

7. In science, by the end of Year 2, pupils have good skills in investigating, predicting and recording their findings. They reach above average standards when investigating the types of sounds they recognise and reasons for differing effects. For example, in an investigation using different numbers of beads in a variety of pots, one pupil evaluated: *"When the pot was full, it didn't make a sound because the beads did not have enough room to move."* Pupils have an accurate understanding of the uses of electricity in the home and of why some circuits do not work. They are secure in their knowledge about how to make water change through cooling, freezing, melting and heating when applying their 'fair' tests, and they accurately record findings in tabular format. Pupils reach good standards in noting reactions of human bodies through healthy exercise and experiments in tasting. They give detailed, plausible descriptions of movements through forces, such as pushing pedals and the use of water.

8. By the end of Year 4, pupils have learnt how to predict, investigate and conclude from their experimental findings. They have very good understanding of differences between solids, liquids and gases. In their investigations, pupils correctly describe the attributes of materials. They read temperature gauges correctly when experimenting with displacement and dissolving, making very accurate predictions about the heating of materials, and which actions are not reversible. Very good conclusions are reached to see if magnets work through water, how springs work as a force, and how muscles work on skeletons. Pupils' knowledge about plant root systems and their life cycles is very good. A significant proportion of boys and girls in Years 3 and 4 achieve high standards when investigating and evaluating.

9. Overall, from entry to the time they leave at the end of Year 4, pupils' learning is very good and standards are well above average in the subjects mentioned. This is due to very good teaching, assessment and monitoring of pupils' progress, and careful planning for the programmes of study.

'Teaching is very good, with some excellence, resulting in pupils' very good learning.'

10. The quality of teaching is very good and has a strong impact on pupils' good learning. Seven lessons were observed. Two lessons were excellent, three were very good and two were good. This is a very positive picture and an improvement from the previous inspection.

11. Very good teaching was observed in each year group. In reception very good teaching ensures that children improve their standards on entry and are above the expected levels of the Early Learning Goals by the beginning of Year 1. Strengths are in encouraging children to develop well socially, with a strong independence. As this was a weaker area on entry to reception, good teaching has developed the personal, social and emotional aspects of children well. From an early age, staff encourage children to talk about their needs and

awareness, to listen carefully, ask questions and make their own choices, as a result, very good speaking and listening skills are developed early.

12. Teaching throughout Years 1 to 4 is very good with excellent features. When teaching is excellent, it reflects excellent knowledge and expertise for the subjects of reading, mathematics, science and physical education. It is reflected in high expectations of standards and interesting methods employed to engage pupils' interest fully, as, for example, when pupils use a felt collage of a cross section of a plant to identify correctly its parts, and then closely observe a variety of plants with roots using magnifying glasses. Some aspects of teachers' planning are excellent, so that teachers are fully informed and share responsibilities imaginatively when 'job-sharing' classes.

13. The teaching of the National Literacy Strategy is good overall, although aspects of teaching writing are underdeveloped, such as the teaching of expressive, personal writing styles to include complex sentences which contain appropriate connectives, rich phraseology and poetic imagery. However, early paragraphing skills in Year 4 are lacking. Insufficient time has been given for pupils to concentrate on extended writing. The teaching of speaking, listening and reading is very good, particularly the development of phonic knowledge. The teaching of the National Numeracy Strategy is very good, particularly for measurement and problem solving. There is very good teaching of pupils with special educational needs, including travellers, so that they make very good progress. Teaching assistants have received good training and offer pupils very good support. Planning of lessons is good and marking gives clear guidance for pupils to improve. Throughout, the management of pupils' behaviour is consistently good. Displays are colourful and frequently initiate thoughtful responses due to challenging lead questions. The linking of subjects is very good so that skills are reinforced across the subjects' themes, as, for example, when mathematical measuring skills are used in scientific investigations, or writing in simple, clear sentences, explains findings logically and clearly. Very good assessment procedures are used constructively to plan further tasks or to set pupils' individual targets. Monitoring of pupils' progress is very good, both academically and for personal, social and emotional development.

'The industrious headteacher works effectively and gives very good educational direction. She is well supported by a talented staff and well informed governors.'

14. Since the previous inspection, there has been very good improvement to rectify all the previous issues, and this is largely due to strong leadership and management. The headteacher has a very clear grasp of the school's strengths and needs and has initiated some worthwhile ventures, particularly for curriculum planning, assessment, delegation of duties and provision for reception and special educational needs. Her talented staff have given very good support in all aspects of their duties and very good team work was observed during the inspection. For example, the delegation of staff to managerial and subject responsibilities is very good, resulting in improved standards in English, mathematics, science, information and communication technology, religious education, physical education, art and design and design and technology, and for reception.

15. The long standing chair of governors offers sincere support to staff and pupils. Governors are well informed, with good expertise and understanding of the strengths and weaknesses of the school in order to help give good direction. Governors and co-ordinators have monitored teaching and pupils' work. The monitoring and evaluating of the school's performance are very good. The school's development plan is an effective tool in the process for managing change. The strategic use of resources and funding is efficiently managed and there is very good promotion of best value principles. Although much of a very large underspend has been deployed in most recent years, there is still a healthy carry forward of seven per cent towards the current year's expenses in order to maintain the ratio of staffing

to pupils and to continue with necessary building improvements and refurbishment. All statutory requirements are met.

‘The very good personal development of all pupils is ensured through very good relationships, support of all staff and very good extracurricular enrichment.’

16. The school is an harmonious community based on trust and respect, where all are highly valued and personal relationships are very good. Opportunities for accessing the curriculum through lessons and extracurricular enrichment are very good, resulting in an open acceptance of individuals and the contributions they make. All staff work hard to provide friendly, caring support, resulting in confident pupils willing to help each other and to acknowledge the successes of others. Pupils take their duties seriously and are proud to belong to teams successfully representing the school in sports. The school places good emphasis on circle time and Golden Time when pupils discuss a variety of views or choose an independent activity as a reward for good effort and attitude. A ‘child of the week’ is chosen in each class, and photographs of all pupils are displayed in the school’s entrance hall.

17. Very good social development is promoted through a wealth of extra enrichment activities. The school offers after school clubs on a regular basis for football, games, recorder playing, country dancing and gymnastics. Musical tuition is provided for violin, guitar and keyboard. Visitors to the school have included professional storytellers and dramatic workshops, a puppet show, a road safety officer, librarian, an author, a nurse, a dental hygienist, and a pupil’s grandfather who talked about life in Kenya. Pupils have participated in a residential activity course at Kilve Court, a theatre trip to Taunton, a zoo trip to Bristol, and a visit to Yeovilton Fleet Air Arm Museum to extend work in history. At school, pupils have experienced an art and creative writing day linked to the artist Constable. They have visited Millfield School for country dancing, a Schools’ Music Festival at Westlands, Yeovil, and inter-schools’ football, uni-hoc, cross-country, netball, hockey and athletics tournaments. Such activities help promote pupils’ self esteem and make a significant contribution to their personal development.

‘Assessment procedures are very good and ensure good planning of the curriculum and very good monitoring of pupils’ progress.’

18. Assessment procedures are a strength. Assessment is implemented within the first few weeks of reception so that children’s needs are identified very early. End of Year 2 statutory assessments are made in English, mathematics and science. Optional yearly tests of the Qualifications and Curriculum Authority are administered in Years 3 and 4. Pupils’ phonics progress, reading and spelling are very closely monitored. Each class teacher keeps records of pupils’ phonics knowledge, reading, writing, spelling, numeracy and science. Records are kept of progression of pupils’ skills in ICT, and portfolios are kept of pupils’ academic work in the core subjects of literacy, numeracy and mathematics, which are compared to National Curriculum levels. Physical education and music development in each class is assessed after each unit of work. Pupils’ work is kept and evaluated for history, geography, design and technology and art and design. Their individual record of achievement profiles are completed as they move on through each year group. Individual targets are set for literacy and numeracy and these are shared with parents. When pupils achieve targets, a certificate is awarded publicly and taken home. Older pupils complete their own self assessments as well in ICT.

19. Teachers evaluate weekly curricular plans and annually, schemes of work are evaluated to aid future planning. The school sets targets for Years 2, 3 and 4 based on records and predictions. End of year reports include comments by pupils on areas which they need to improve and of their successes. Overall, the way teachers use assessment results to guide planning and pupils is very good. All staff know their pupils well. This is often

due to a close monitoring of pupils' emotional and personal development, which is recorded in each pupil's personal profile.

'Parents consider that the school is excellent and their impact, including that of the community, on the work of the school, is very good.'

20. Parents support the school very well and have very positive views of the school and the education it provides. Parents' questionnaires and their comments at the parents' meetings with inspectors, reflect the satisfaction parents have with the school's provision. Parents like the extended family atmosphere and how well staff know their children. They consider that the information they are given about their children's progress and the activities provided are very good. Parents are given advance notice of topics to be studied in the term ahead and they particularly appreciate the sharing of their children's targets. Parents help during, and out of school, as well as raising substantial funding for extra computers and books. The strong community links enrich the curriculum provision and ensure that all pupils are included in a wide variety of learning opportunities as well as helping the wider community. Parents are very appreciative that their views have been sought in the past over aspects of school life.

21. The headteacher, staff and governors have worked hard to establish the very good links with parents and the community so that pupils gain very good insight into their own responses, relationships and belief in their unique culture and that of others.

WHAT COULD BE IMPROVED

'Although pupils' factual writing is often good, their personal, expressive writing and style are not of the same high standard, and are areas for development.'

22. Pupils' factual writing is above average in the aspects of correctly formed handwriting, spelling and describing their observations in a logical well ordered way, as is evident in work in science. However, pupils' personal, expressive writing and style are not of such a high standard as other aspects of writing. From Year 2 onwards, there is a lack of writing complex sentences which include appropriate connectives, poetic imagery and enriched phrases and vocabulary. In addition, insufficient time has been given for pupils to concentrate on extended writing. In Year 4, there is insufficient development of the early stages of paragraphing by higher attaining pupils.

'The lack of a hall limits full class provision for drama, dance, gymnastics, and for creating an appropriate ambience during collective worship of the whole school.'

23. The site has been improved with the leasing of a school field which has helped with sporting facilities. However, the building lacks sufficient classrooms which has resulted in a class being accommodated in the former school hall. Mealtimes and corporate worship take place in classrooms. It is difficult to create a sensitive, conducive atmosphere during whole school collective worship sessions in one end of a classroom. Frustrations are created for dance, drama, gymnastics and music because of a lack of adequate space for whole class provision. Staff have to move furniture to create room in the former hall, which leads to anxiety over health and safety issues. Staff and governors have worked hard to overcome the problems with the accommodation, and it is to their credit that standards in physical education and music are as high as they are. However, the school's budget on its own cannot overcome the problem of a lack of a hall. The school will not be able to improve its provision without the help of the local education authority. Pupil numbers are rising due to the school's successes, so the problem is in need of urgent attention.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to address the issues of this report, the headteacher, staff and governing body, in conjunction with the local education authority, should:
- Further develop pupils' expressive writing and style in Years 2, 3 and 4 by encouraging greater use of:
 - Complex sentences which include appropriate connectives, poetic imagery, enriched phrases and vocabulary;
 - Paragraphing in Year 4;
 - Extra sessions which concentrate on pupils' extended writing tasks.

 - With the help of the local education authority, ensure that the accommodation enables full class provision for gymnastics, dance, drama, music and an appropriate environment for whole school collective worship.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	7
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	2	3	2	0	0	0	0
Percentage	29	43	29	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	73
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	15

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	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	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	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	19	19	21
Percentage of pupils at NC level 2 or above	School	90 (89)	90 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	19	21	20
Percentage of pupils at NC level 2 or above	School	90 (89)	100 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

Although the number of pupils in the year group taking the tests totals more than 11, there are fewer than 11 pupils of one gender. The split between girls and boys has, therefore, been omitted, thereby ensuring confidentiality.

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	73
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 – Y4

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	83

Financial information

Financial year	2001/2002
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	£
Total income	194,290
Total expenditure	219,744
Expenditure per pupil	3,010
Balance brought forward from previous year	41,665
Balance carried forward to next year	16,211

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.7
Number of teachers appointed to the school during the last two years	0.9
Total number of vacant teaching posts (FTE)	0.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	59	34	3	0	3
My child gets the right amount of work to do at home.	56	31	9	0	3
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	62	31	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	69	28	3	0	0
The school is well led and managed.	78	19	0	0	3
The school is helping my child become mature and responsible.	75	22	0	0	3
The school provides an interesting range of activities outside lessons.	62	31	6	0	0