

INSPECTION REPORT

SLEDMERE C E PRIMARY SCHOOL

Sledmere, Drifffield

LEA area: East Riding of Yorkshire

Unique reference number: 118028

Headteacher: Mr T J Brenchley

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 8th – 9th May 2002

Inspection number: 198435

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:	3 - 11
Gender of pupils:	Mixed
School address:	Sledmere Driffield East Yorkshire
Postcode:	YO25 3XP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr E Robinson
Date of previous inspection:	3 rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sledmere C of E Primary School is a small school situated in the Wolds between York and Driffield, in East Yorkshire. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they enter show that pupils are broadly in line with the level expected for their age. There are 34 boys and 28 girls currently on roll. A further 14 children attend the nursery on a part time basis. There are no pupils who have English as an additional language. There are eight pupils eligible for free school meals, which is below the national average. Fourteen pupils have been identified as having special educational needs, this is in line with the national average and very few have statements of special educational need, which is in line with the national average. Most pupils with special educational needs have moderate learning difficulties. There has been an increase in the number of both full and part time teachers in the last two years.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. Good leadership and management by the headteacher, key staff and governors, provide clear direction for future developments. Teaching is good and sometimes very good. This leads to good learning and, in the current Year 6, pupils' attainment is above the level expected for their age in English, mathematics and science. Pupils are responsible and relationships in school are very good. Although expenditure is above the national average, the fact that results are above average when compared to similar schools means that the school gives good value for money.

What the school does well

- The leadership and management of the school by the headteacher and the quality of teamwork by staff and governors are good.
- Teaching is good throughout the school and leads to good learning and above average standards in English, mathematics and science.
- Pupils' attitudes are very good and their behaviour is good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' moral and social development is very good, it is good for their spiritual and cultural development.

What could be improved

- Pupils' attainment in certain aspects of information and communication technology.

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 good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, a clear system for planning the curriculum that ensures that teachers are secure in what they are to teach in each subject. As a result, teaching and learning continue to improve. It also means that the school now ensures that the teaching of geography meets the requirements of the National Curriculum. There has been good progress in refining the school's assessment and recording procedures, which are now used well by teachers to guide their planning of lessons or series of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. As a result, pupils' attainment is above the level expected for their age, especially in the core subjects of English, mathematics and science. There has been very good progress to create portfolios which contain examples of pupils' work from all subjects and are an effective record of pupils' progress.

Governors are fulfilling their role well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and are pleased with the results in recent National Curriculum tests in English, mathematics and science. The school is well set to meet its challenging targets and maintain its high standards.

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	A	A	A	A
mathematics	A*	A*	A	A
science	A	B	B	B

Key	
Very high	A*
Well above average	A
Above average	B
average	C
below average	D
well below average	E

The table shows the consistently high results achieved by the school. The trend of pupils' attainment over time is below the national trend. However, the very small number of pupils in each year group makes comparisons with national figures statistically unreliable. There is a peripatetic nursery, run by the local education authority, which meets in the school for three sessions a week. Children in the nursery receive a very good start to their education. All children in the reception class achieve well and most reach levels in line with those expected for their age. In the present Year 2, pupils' attainment is in line with the level expected for their age in English, mathematics and science. The school's implementation of the National Literacy and Numeracy Strategies is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are above the level expected for 11 year olds. The present Year 6 is larger than in previous years and contains more pupils with special educational needs, which accounts for the slightly lower standards than last year. Standards in information and communication technology are typical for 11 year olds in most aspects of the subject. However, a limited number of resources, particularly for controlling movement or sensing physical changes, means that pupils' skills in these areas are below the expected level. Since the previous inspection, pupils' attainment has been maintained in the core subjects of English, mathematics and science. The school is well set to maintain its high standards and implement any future changes in the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Most pupils show good levels of self-discipline, they know what is expected of them and their behaviour is good. Pupils are very polite and courteous towards one another and adults. There have been no exclusions from the school in the last year.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is above the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time.

Pupils' very good attitudes result from their response to the caring, family atmosphere in the school. This is a particular strength of the school. Pupils have very good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond very well to the trust and respect they are shown, for example, when setting up equipment or taking part in shared reading sessions with younger pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good and sometimes very good. There was no unsatisfactory teaching seen during the inspection. Good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is an improvement even on the previous inspection. Teaching and learning have been observed by the headteacher and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy, and the fact that teachers work closely together as a team, has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge pupils of different age and ability in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. The school keeps portfolios of pupils' work and from these there is clear evidence of the good progress made by pupils in all subjects. The assessments made by teachers are used effectively to set targets, for example in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give very good support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities is limited, mainly because of the number of pupils brought to school by buses.
Provision for pupils with special educational needs	There are good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good. It is good for their spiritual and cultural development. The quality of relationships is very positive and makes a significant contribution to the good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give music and art and design a high profile and work on display in classrooms and public areas is very good. There is a reasonable number of visits and visitors that give pupils wider experiences and help them learn. The school has formed a good partnership with most parents which makes a good contribution to pupils' learning both at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff provide good leadership and management which gives a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining high standards.
The school's evaluation of its performance	Very good. The recently appointed headteacher knows the strengths and areas for development. The evaluation undertaken since his appointment has been very efficient, for example, good plans are in place to improve the resources for information and communication technology.
The strategic use of resources	The school has sufficient staff and they are well deployed. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are mostly good and used effectively. The library is well stocked and used effectively to support pupils' learning in all subjects. The school's finances and administration procedures are very good.

The good leadership and management provided by the recently appointed head teacher, staff and governors are major factors in the quality of teamwork and positive family atmosphere in the school. The good strategic management of the school is evident in the way that information and communication technology has been given priority for development recently. The school uses funds designated for particular purposes very well. Governors and the headteacher keep a close eye on spending and ensure the principles of “best value” are followed and that pupils have good quality resources to help them learn.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Teaching is good. • Behaviour in the school is good. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework given. • The information about how their children are getting on. • The way the school works with parents. • The range of activities outside lessons.

Most parents consider that they have a good partnership with the school and express satisfaction with most areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school. The school provides about the same amount of homework as schools nationally and it is about right for pupils’ ages. Parents are kept well informed about school events through regular, informative newsletters and an “open door” policy. However, although parents have the opportunity to discuss progress twice a year, inspectors agree that more information should be provided on the curriculum being studied by pupils and the progress they are making. The fact that many pupils travel to school by bus, severely restricts the opportunities for extra curricular activities and the inspection team agree these are fewer than in schools nationally. The positive aspects of the school’s links to parents make a significant contribution to the partnership with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school by the headteacher and the quality of teamwork by staff and governors are good.

- 1 The recently appointed headteacher, staff and governors give a clear educational direction for the school. All staff have a dynamic approach and their enthusiasm fosters a very positive family atmosphere in the school, where all staff and pupils are valued and their efforts are well supported. This approach and enthusiasm have contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs. The school's leadership has responded effectively to the last inspection and all issues identified for improvement have been successfully addressed.
- 2 Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, discussing the school's objectives and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' standards are above and sometimes well above average by the time they leave the school. There is high quality artwork displayed in the entrance lobby and classrooms. For example, the clay cottages are very imaginative and create a stunning effect in the entrance lobby. The clay wall mural created for the millennium celebrations and the very imaginative clay tiles from pupils in the school have a significant impact on the atmosphere and pupils' self esteem.
- 3 The headteacher and dedicated staff work very effectively together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. Educational and financial planning are clearly cross-referenced and the head teacher, secretary and governors work very closely together to ensure that the principles of "best value" are followed. The school has clear targets for improvements. Priorities include the provision of more resources and further development of staff expertise in information and communication technology so that computers can be used more effectively. The implementation of the national Performance Management strategy for staff and the further monitoring of school self evaluation is also included in the school development plan. All staff regularly attend courses to develop their professional skills and knowledge and they have a shared commitment to the implementation of the recent changes to the National Curriculum and the curriculum for children in the reception class.
- 4 The governors are well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. Regular meetings enable them to support the headteacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy, information and communication technology and special educational needs who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very closely with the headteacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils. In addition, they are very supportive of the activities undertaken by the Friends of the School.

Teaching is good throughout the school and leads to good learning and above average standards in English, mathematics and science.

- 5 The quality of teaching throughout the school has improved since the last inspection. Children attending the peripatetic nursery, for three sessions per week, receive a very good start to their education because of the quality of the teaching. Staff ensure that all activities develop their social interaction as well as specific skills in speaking, listening and talking about their different activities. For example, children mixing dough described it as sticky and said that if too much of the coloured water was added it would go too greeny. The quality of teaching for children in the reception class is good. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. There is a good balance of whole-class sessions, when children read books or learn about mathematics, and practical activities when children practise what they have learned. For example, in a numeracy lesson the classroom assistant used the knowledge of children's previous work to set challenging targets for each individual. This results in good learning and progress for all children as they practise counting the number of coloured links in a chain. There was good use of challenging questions and encouragement for children to write their answers in the same colour of the particular links. In language development, children listen to stories and talk about their own ideas. For example, after listening to the story "Owl Babies" they talked about where owls live and what they eat. The staff take every opportunity to promote children's learning, for example, when a number of plants were brought in and children talked about the colour and shape of the leaves.
- 6 The good quality of teaching throughout the school makes a significant contribution to pupils' attainment and progress. For example, in a Year 1/2 science lesson, pupils responded very well to the challenging task of examining the parts of flowers using magnifying glasses. They excitedly used a microscope connected to a computer to enlarge part of the flower and enjoyed moving the sample to exactly the right place so that it appeared clearly defined on the screen. This type of practical work has a very positive impact on all learning as pupils count petals, draw the shape of different ones and discuss which parts of the flower are the seeds, stamens, stem or leaves. The headteacher is implementing the school's policy for observing and improving teaching and it is being used effectively, especially in staff discussions about the next stage of pupils' learning. The teaching of basic skills, such as reading, writing and mathematics, is good throughout the school. Pupils with special educational needs are very well supported. The quality of the teamwork by teachers and support staff has a very positive impact on pupils' learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching. For example, every opportunity is taken to develop pupils' skills in the wider community by their involvement in local events.
- 7 The teaching of English is good and often very good. Teachers' planning is clearly linked to the requirements of the National Literacy Strategy. When teaching is very good, challenging tasks are set for pupils of all abilities, for example, in a Year 5/6 lesson, pupils gave examples of the use of speech marks in stories and when reading extracts, they used good variety in their expression to show surprise or to pose a question. Pupils used good reasoning skills to predict the likely outcome of the story. There is a good variety of written work, ranging from creative stories, giving instructions to writing poems showing empathy with someone in prison. For

example, the good use of language shows the despair of a prisoner, "Cold, uncomfortable, dark. Homesick, upset and regretful". One pupil finished the work by stating, "Even school would be a treat", showing some light relief after the seriousness of the poem. Pupils use computers effectively to support their work in English when they create imaginative posters with the title, "Come to Sledmere School". The work displayed on dragons in the entrance lobby shows imagination, as well as the good use of descriptive language, as pupils in Year 1/2 religious education wrote poems linking it to other work to give purpose to their handwriting practise. This work is developed well in Year 3/4 when the dragon theme is continued with these comments "I have a purple dragon. With a big brass tail that clangs. Anyone not nice to me soon feels his fiery fangs". Pupils' very good relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' positive attitudes, high levels of concentration, eagerness to do well, good behaviour and an ability to share ideas make a very positive contribution to their learning. For example, in a Year 2 language session, pupils discussed their finding of words using "o" phonemes and came up with a good list including boat, float, moat and crow.

- 8 The teaching of mathematics is good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 5/6 mathematics lesson, pupils were using their knowledge of measurement to select the correct one to use depending on what was to be measured. The teacher used a number of different examples and challenged the pupils capable of higher attainment to measure the thickness of a piece of paper. Pupils experimented with different measurements and accurately recorded their answers on their work sheets. Teachers use assessments of pupils' previous work to set challenging targets in lessons. For example, in a Year 3/4 lesson, the teacher ensured that all pupils knew the specific objectives to be learned. This was to decide which co-ordinates to use when plotting positions on squared paper. Pupils understood the objective and they worked both independently and in small groups to solve specific problems. Lower attaining pupils were given extra help and pupils capable of higher attainment had the challenge of making up a message by giving letters co-ordinates. Teachers' expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all classes, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.
- 9 Teachers in both key stages use time efficiently and in the best lessons they make very clear to pupils how much time is allocated to tasks. For example, in a science lesson for pupils in Year 1/2, a clear target was set for pupils to record the characteristics of different plants under specific headings. Pupils were challenged to record their findings accurately and decide what was the name of each part of the plant. In this lesson the very good use of the microscope connected to the computer gave pupils a sense of wonder as they saw the very tiny parts of the plant, magnified many times, appear on the screen. In Year 5/6, the teacher's very good introduction intrigued the pupils with a "magic trick" showing the properties of magnets to very good effect. Very good questions were used to find out what kind of forces pupils were aware of and this information was used to reinforce pupils' knowledge, skills and understanding of the properties of magnets. Visiting specialists are employed by the school for art and design and music. The value of this strategy can be seen in the finished products in art and design, for example, the clay cottages are stunningly imaginative. In a music lesson in Year 5/6, pupils used a very wide range of instruments to perform in the style of Prokofiev's music. They developed an improvisation and the teacher ensured that every pupil participated in the work. Pupils

thoroughly enjoyed the session and gained a great deal to enhance their knowledge and ability to play in time as a whole group. The lesson finished with a performance of a song that pupils sang in two parts with as much vigour and feeling as they could and the result was an excellent performance.

Pupils' attitudes are very good and their behaviour is good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.

- 10 The behaviour of pupils is good. There is a simple but effective policy for promoting good behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, pupils have very good attitudes towards school and their work. They are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 5/6 history lesson, pupils listened attentively to the teacher's review of how to use books and the Internet for research. They used the computers effectively to find out more about their particular topic and how it had changed since World War II.
- 11 Relationships between pupils and between pupils and adults are very good. All staff know their pupils very well and they are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. Young children in the reception group were observed in a mathematics lesson working with an adult completing counting activities. They developed their language work very well with the use of words such as more than, less than and the same as. Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in the history research in Year 5/6 pupils collaborated on the computers and helped each other to find the information they needed. In the playground, pupils relate well to each other and play amicably in small and large groups. A large group independently started a game of rounders at lunchtime and all who participated did so co-operatively and with good humour.
- 12 Pupils are very keen to take responsibility and show initiative. For example, they willingly move furniture ready for assembly, set out resources and clear away afterwards. Older pupils hear younger pupils read and they take their responsibilities very seriously. All pupils collect and donate generous sums of money to a variety of charities. Their personal and social development is improved by visits and the activities organised by the "Waggoners", a group of small schools who meet to co-operate and provide a range of academic and physical activities. The school and its resources are looked after well by all pupils who regularly help teachers to clear away after lessons. The school has not only maintained but also improved pupils' attitudes, behaviour and personal development since the previous inspection, when it was judged to be good. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

The provision for pupils' moral and social development is very good it is good for their spiritual and cultural development.

- 13 This aspect of school life has improved since the previous inspection to become a strong feature of the school. It makes a significant contribution to the aims of the school. The provision for pupils' social and moral development is very good. Staff are very good examples and provide a very strong moral code. They provide clear guidelines for acceptable behaviour and take advantage of opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. Pupils are made aware of the plight of others not as well off as themselves, for example, they raise money regularly to help different charities. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. A display showing pupils on visits showed the range of activities undertaken. Teachers use different subjects effectively to encourage pupils to think about their own and others feelings. For example, in an assembly the story of "The Selfish Crocodile" was used to highlight the importance of kindness and caring for others. In discussions, pupils made comments about how important it is to think of others and not just oneself. A pupil made a very good link with other studies in religious education by saying that the story had the same message as the one about "The Good Samaritan".
- 14 The provision for pupils' spiritual development is good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. Pupils thought about their own reactions to the story of the boy who cried wolf and how eventually people did not believe him and so did not offer help when it was needed. The school atmosphere is one in which all pupils are given opportunities to grow and have the respect of others. In the prayers at the end of assemblies pupils choose how they wish to show their respect while thinking about the theme for the week. They reflected on how they all play a part in the life of a school and understood the prayer, "It is hearts that build a school". The consideration for different people around the world makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Islam.
- 15 The provision for pupils' cultural development is good and has been maintained since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art and design, history, geography, music, religious education and English. For example, the quality of the art work is very good and paintings in the style of famous artists and writing in history comparing the life of people in Tudor times with the present day show a real empathy for different times and cultures. The school promotes music, dance and song, for example, there is a regular music festival with the cluster of schools known as the "Waggoners". There is a very good display in the corridor showing the culture of the village over the last 50 years and discussions with pupils show they appreciate the unusual vaulted ceiling in the Year 5/6 classroom. The school ensures that pupils gain an understanding of other cultures and faiths as well as Christian traditions. For example, pupils' writing in Year 3/4 shows that they study the Romans and give reasons for the success of the invasion in AD 43. In their written work in Year 5/6 on Islam, pupils understand and describe the main festivals celebrated during the year. Good links are made to local culture and famous artists, for example, in the Year 1/2

classroom there is a display showing the importance of the environment in the style of David Hockney. A range of visits and visitors make a significant contribution to pupils' knowledge of their own cultural traditions.

WHAT COULD BE IMPROVED

Pupils' attainment in certain aspects of information and communication technology.

- 17 In Year 6, pupils' attainment in information and communication technology is at the level expected for their age in most areas of the subject. However, the school has a limited amount of resources to teach two aspects of the subject as well as it should. Older pupils understand the use of sensors in the real world, for example, their use to control traffic lights. Even so the school does not have enough equipment for pupils to conduct their own experiments with sensors, for example, to find out how much light is falling on objects or to measure temperatures over a period of time when using computers. In addition, pupils' knowledge of how to use computers to control events is limited. In discussions they explain how to make a floor robot move in different directions and to follow a predetermined path by entering the correct data into the memory. They are less sure of how to use a program to control events, such as making a series of lights come on in a particular order. The school is aware of these shortcomings and has a good action plan to purchase the extra equipment and programs needed to provide a wider range of experiences for pupils. Standards have fallen in these two areas since the previous inspection but standards have been maintained in other areas of the subject because information and communication technology is valued as an essential part of the curriculum and pupils regularly use computers. For example, pupils in a Year 2 lesson used the computer linked to a microscope in their work studying leaves. They confidently used the facilities on the computer to zoom in and out and were fascinated by the enlarged picture of seeds on the screen.
- 18 The school has improved the provision for information and communication technology and the good plan to provide all computers with the same basic programs will enhance this provision and provide continuity for pupils. However, during the inspection, computers were not always sufficiently well used, especially in the mornings, to further develop pupils' information and communication technology skills. For example, pupils in Year 6 could explain how to create block graphs using a computer program but they were unsure of how to manipulate the data to create different kinds of graph. Opportunities are sometimes missed in other subjects. For example, in a mathematics lesson, the chance was not taken for pupils to use computers in their studies of co-ordinates. Staff have undertaken training in the use of computers and the school has recognised that teachers will need further training if they are to keep up to date with fast changing technology. However, further development is now taking place. For example, pupils use programs to create stories using word processing skills and are becoming more confident in using art packages to create their own designs. The school has made improvements in provision since the previous inspection and there is a clear commitment to provide the extra practice pupils require to extend the range of their experiences. The headteacher and staff are keen to raise standards further and have a good plan for doing so. As a result, the school is well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 19 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- (1) improve the resources to allow the school to teach the full requirements of the National Curriculum for information and communication technology in more depth, particularly for older pupils;
- (2) provide further training for teachers to improve their knowledge, skills and understanding in information and communication technology;
- (3) use computers more consistently to give all pupils regular opportunities to practise and improve their information and communication technology skills by using them in other subjects.

NB The school has identified this issue in its own priorities and has a good action plan in place to address this matter.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	1	0	0	0
Percentage	0	36	54	10	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 nine percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	7	62
Number of full-time pupils known to be eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	12

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	16
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.0

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	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89 (89)	89 (78)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89 (89)	89 (89)	89 (100)
	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	2	3	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	80 (100)	80 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Pupil numbers are not entered in the boxes because there were less than 10 taking National Curriculum tests.

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	62
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)	3.4
Number of pupils per qualified teacher	18.2
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	50.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	149,424
Total expenditure	148,426
Expenditure per pupil	2,487
Balance brought forward from previous year	84
Balance carried forward to next year	1,082

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	62
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	7	0	0
My child is making good progress in school.	42	51	2	2	3
Behaviour in the school is good.	38	60	2	0	0
My child gets the right amount of work to do at home.	16	62	20	2	0
The teaching is good.	42	54	4	0	0
I am kept well informed about how my child is getting on.	16	53	22	9	0
I would feel comfortable about approaching the school with questions or a problem.	60	36	2	2	0
The school expects my child to work hard and achieve his or her best.	51	47	2	0	0
The school works closely with parents.	13	51	27	9	0
The school is well led and managed.	39	51	4	2	4
The school is helping my child become mature and responsible.	53	40	4	0	3
The school provides an interesting range of activities outside lessons.	29	27	29	15	0