

INSPECTION REPORT

EVERTON PRIMARY SCHOOL

Doncaster

LEA area: Nottinghamshire

Unique reference number: 122641

Headteacher: Miss Jenny Lane

Reporting inspector: John Foster
21318

Dates of inspection: 26 - 27 February 2002

Inspection number: 198588

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Chapel Lane
Everton
DONCASTER
South Yorkshire

Postcode: DN10 5BJ

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Appropriate authority: The governing body

Name of chair of governors: Mr R Ross

Date of previous inspection: 10 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Everton Primary School caters for boys and girls aged between 4 and 11 years. There is a nursery class which 11 children attend either in the morning or afternoon session. The school is smaller than the average size for primary schools. At the time of inspection there were 76 pupils at the school. This is greater than the number on roll at the previous inspection when 45 pupils attended the school. The general level of attainment of children when they start school is about that expected nationally. There are no pupils from ethnic minority backgrounds or with English as an additional language. The proportion of pupils eligible for free school meals is well below the national average. The percentage of pupils with special educational needs is well below the national average. There are no pupils with formal Statements of Special Educational Need.¹

HOW GOOD THE SCHOOL IS

This is a very good school with many strengths and few weaknesses. The standards achieved by the pupils are consistently high, largely due to the excellent leadership provided by the headteacher, who is very well supported by all the staff and governing body. In mathematics and science pupils attain standards which are in the top 5 per cent when compared with all schools nationally and with similar schools. In English, pupils attain standards which are well above average when compared with all schools and above average when compared with pupils' results in similar schools. The quality of teaching is very good and at times excellent. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are consistently high in relation to all schools nationally and when compared with similar schools.
- The quality of teaching is very good overall and at times excellent, thus helping the pupils to achieve very well.
- The headteacher provides excellent leadership and is very well supported both by other staff and the very good management provided by the governing body.
- There are very good partnerships with parents, the local community and other educational establishments.
- Relationships within the school are very good and this is reflected in the pupils' very good attitudes and behaviour.

What could be improved

- Facilities for outdoor play for children in the Foundation Stage are inadequate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1997 it has made very good progress in addressing the issues identified in that report and has successfully built on the strengths. The headteacher, staff and governors have identified clear priorities for developing the school and the means by which they can judge its success. The development plan is a very good working document and is constantly reviewed. There are now good policies and schemes of work for all subjects and these are implemented very effectively. Assessment of pupils' progress is now a strength of the school and the results are used very effectively by the teachers when they plan pupils' work. Pupils' progress and achievements are now recorded in folders which enable the teachers to check on each individual's development. The folders contain a high level of relevant material covering most subjects, which enable the teachers to quickly check each pupil's progress.

¹ Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils by the school, to Stage 5 where a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive.

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	B	C	A	B
Mathematics	B	B	A*	A*
Science	A*	A*	A*	A*

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

During the past three years pupils have attained consistently high results when compared with all schools nationally and with similar schools. In the national tests for 11-year-olds in 2001, pupils attained standards in mathematics and science which were in the highest 5 per cent nationally. In English they attained standards which were well above average when compared with all schools and above average when compared with the results of pupils in similar schools. Over the past four years, pupils' attainment has risen in line with the national trend. The pupils' very good performance is the result of a range of factors including the high quality teaching, the very good relationships in the school and the very effective ways in which assessment data is used to ensure that each pupil is given challenging work.

The provision of part-time nursery education for children aged from three years old gives them a very good start. The nursery nurse and the support assistants who work with this group of children work closely with the Foundation Stage and Key Stage 1 co-ordinator to plan work which will lead the children towards the National Curriculum at the age of five. Most children achieve the Early Learning Goals² of the Foundation Stage curriculum by the time they start in Year 1, with many achieving beyond this.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to all aspects of their school life. They work very hard in lessons and many take an active part in the excellent range of out-of-school activities provided for them.
Behaviour, in and out of classrooms	Pupils' behaviour is generally very good. They are sensible and respect the feelings of others. Very occasionally a few pupils do not behave well, but there are good arrangements for dealing with this.
Personal development and relationships	In this small school the relationships among pupils and between pupils and adults are very good. All the pupils willingly accept responsibility and at playtimes the older pupils look after the younger ones very well.
Attendance	Very good. Attendance levels are well above the national average.

² Early Learning Goals - these are expectations for most children to reach by the age of five. They refer mainly to the achievements the children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	very 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.

The very good teaching is reflected in the very good learning that takes place in the school. When children start at the school their attainment is about that expected for children at the age of four. They are taught very well and, by the time they reach the age of five, because of the very good teaching many achieve standards above those expected. The high quality teaching for pupils in the Years 1 and 2 class means that they achieve very well and achieve above average standards by the time they are 7 years. This continues throughout the next four years and by the time they leave the school at the age of 11, most pupils achieve standards well above the national average. The high quality teaching results from meticulous planning for lessons, very high expectations of pupils and the challenge teachers give to their pupils.

English and mathematics are taught particularly well. The school has successfully adopted the national strategies for teaching literacy and numeracy and this has had a positive effect on raising and maintaining the high standards. Throughout the school teaching is arranged to take account of the particular strengths of the teachers and this is also very effective in supporting the high standards achieved. Teachers are very well supported by the teaching assistants with whom they work. The teaching assistants are well qualified for their role and deployed very well to support learning, helping the pupils to make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very wide and well planned in order to give the pupils many learning experiences. The excellent range of out-of-school activities provided by the school enhances the curriculum.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are catered for very well. The special needs co-ordinator is very effective in her role and the high level of support given by the teaching assistants to this group of pupils helps them to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with social development being very good. Pupils' social development is planned for very well and includes many opportunities to join with pupils from other schools for activities.
How well the school cares for its pupils	Pupils are cared for well. However, though there are appropriate policies for child protection, the staff's awareness of current legislation needs updating.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The leadership of the headteacher is excellent. The staff work very well together as a team when formulating policies and developing the curriculum. This effective teamwork ensures that the clear educational direction identified in the development plan is brought to fruition.
How well the governors fulfil their responsibilities	The governors perform their duties very effectively. The governors are very aware of the many strengths and few weaknesses in the school and support the headteacher and staff totally. They are very strongly involved in decision making, ensuring that the high standards are fully maintained.
The school's evaluation of its performance	Very good. There are very effective procedures for monitoring the quality of teaching and learning, including using the local education authority's inspection service. The governors are fully involved in reviewing standards and set challenging targets for pupils and staff.
The strategic use of resources	Very good. The school's spending plans are clearly identified in the development plan. The large amount of money brought forward from the previous year is earmarked for the priorities contained within the plan. The office manager manages and monitors the finances very well and she ensures that the headteacher and governors are kept fully informed of current spending levels. The school ensures that when purchasing goods and services, the principles of best value are always applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Questionnaire return rate: 45%

Number of questionnaires sent out: 75

Number of questionnaires returned: 34

Nineteen people attended the meeting for parents and carers.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school • They believe their children make good progress because of the high quality teaching and high expectations made of them • They enjoy close relationships with the school and are kept well informed about their children's progress • They feel that they could approach the school with any concerns and that the concerns would be dealt with very well • The school is well led and managed • The range of activities provided beyond the school day 	<ul style="list-style-type: none"> • A few parents are not happy with the amount of homework their children are given

Parents are very supportive of the headteacher and the school. The responses to the questionnaire were extremely positive in praising the school. The only minor concern expressed by parents relates to the amount of homework set. Discussion at the meeting for parents indicated that, whilst some parents felt that their children were not given enough homework, an equal number indicated that they thought their children had too much homework. Overall, inspection evidence indicates that most pupils are given appropriate amounts of homework for their ages and abilities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are consistently high in relation to all schools nationally and when compared with similar schools

1. In the national tests for 11-year-olds in 2001, pupils attained standards which were very high in mathematics and science when compared with all primary schools nationally and with similar schools. This places them within the top 5 per cent of schools. In English, pupils attained standards which were well above average when compared with all schools and above average when comparison is made with pupils in similar schools. In the similar tests for 7-year-olds, pupils also attained very high standards. In reading and writing standards attained were very high when compared with both all schools and similar schools. This, again, places them in the top 5 per cent of schools nationally. In mathematics in the tests for 7-year-olds, pupils achieved standards which were well above average.
2. Over the past four years, the results of the national tests for both 7-year-olds and 11-year-olds have been consistently good. Apart from a small dip in the 2000 English tests for 11-year-olds, pupils have achieved standards above average, well above average or very high in English, mathematics and science. In 2000, pupils' attainment in English was in line with that expected nationally. It should be borne in mind that with the small groups of pupils in each year group each pupil may account for up to 20 per cent of the total. Should one pupil fail to achieve the expected Level 4 at the age of 11, it would therefore make a great difference to the overall high results achieved.
3. Inspection evidence, in the form of lesson observations and the analysis of pupils' work, supports the test results very well. In the lessons observed, particularly in the core subjects of English, mathematics and science, standards were judged to be at least above average and in many cases well above. In an English lesson for pupils in the Years 5 and 6 class, for example, the pupils were studying poetry and analysing the language used to create atmosphere in poems. They were aware of the ways in which similes, metaphors, alliteration, personification and onomatopoeia are used. In reading the poetry provided for them, they identified all these aspects within the poems. They highlighted each aspect in the poem using a different colour for each aspect. They were then able to talk about their selections, explaining why they had chosen each part of the poem to illustrate their answers. By the end of the lesson they knew precisely where each had occurred in the poem and how the author had intended their use. Similarly, in an English lesson for Years 1 and 2 pupils the good planning and organisation of the lesson meant that pupils made good progress and they achieved well. The Year 2 pupils wrote clearly in accurately punctuated sentences. They identified where individuals spoke from a piece of written English and recorded this as 'speech bubbles'. Pupils' work showed very clearly that they make very good progress and that they achieve high standards.
4. In mathematics, pupils' work is of a very high standard and this, along with the lessons observed, fully supports the high standards indicated by the national test results for pupils aged 7 and 11 years. Pupils in Year 6 work very well independently and in groups when they solve problems. They clearly understand and use shape when they complete work on symmetry. They have a very good understanding of number and use the four rules very effectively in their calculations. Pupils use long division and long multiplication when working with five-digit numbers, and use all four mathematical processes when working to three places of decimals. The high standards of work displayed by the older pupils is the result of the very good teaching they have had throughout the school and the progress they have made. Pupils in Year 2, for example, already show a very good understanding of number and add and subtract accurately using hundreds, tens and units. They have

good knowledge of shape and identify and draw accurately, for example, shapes with four, five and six sides. They are beginning to use symmetry and identify lines of symmetry in a two-dimensional shape.

5. In science pupils have consistently achieved very high standards. In the national tests for 11-year-olds during the past four years they have always achieved standards within the top 5 per cent of schools in the country. This is predominantly due to the very high quality teaching they have in the subject. The teacher responsible for the subject is very well qualified and shows great expertise in enthusing her pupils. As a result they work very hard to succeed. In a lesson observed, for example, the pupils had good knowledge about the investigation process and undertook their experiment in a logical sequence. They were able to explain what they were doing and why they were doing it. When using mirrors to study reflection, for example, they made predictions about what they thought would happen and tested the predictions in the lesson. They were clear about the conclusions they reached and recorded them accurately. The very effective planning for the subject and the way in which the teaching is organised to use teachers' expertise in the most effective manner also contribute well to the high standards.

The quality of teaching is very good overall and at times excellent, thus helping the pupils to achieve very well

6. Though it was only possible to observe ten lessons throughout the inspection, the quality of teaching overall was judged to be very good. Teaching was never less than satisfactory and in half the lessons observed it was very good or excellent. A direct result of the high quality teaching is that the standards in the school are so high. At the previous inspection the quality of teaching was identified as good. In the intervening period the more effective monitoring of teaching and learning has led to improved teaching.
7. The quality of teaching for children in the Foundation Stage is very good. They have a good start when they attend the part-time nursery class, where they are taught by a well-qualified nursery nurse. The planning for this group of children is undertaken with the co-ordinator for the Foundation Stage and Key Stage 1 and is effective in working towards the Early Learning Goals of the Foundation Stage curriculum. The children are given many opportunities to develop their skills and knowledge in all the areas of learning. For example, they develop their creative skills when they make models of mice using a range of different materials. The results are very good. One boy, for example, used card wrapped with brightly coloured wool and string to make his mouse. When they start full-time education at the age of four, children are in the same class as the Years 1 and 2 pupils. The teachers in this class plan work well to ensure that they cover the curriculum fully. Different teachers teach the class in the mornings and in the afternoons. This has no detrimental effect on the pupils' learning. The teachers have different strengths and these are utilised well to ensure that very good progress is made.
8. In both key stages the teachers maintain high quality performance which ensures that the pupils continue to achieve very well throughout the school. The teachers plan work very well and use their expertise very effectively to develop pupils' skills and knowledge. They have very good relationships with their pupils and this encourages the pupils to work hard and achieve well. In a Years 5/6 class, for example, the teacher used humour to great effect in an English lesson when they discussed the time limits she set for their work. This is possible because of the outstanding relationship she has with her pupils. In all lessons teachers have high expectations of their pupils both for behaviour and the quality of their work. Because of this the pupils maintain their concentration well and produce good quality work as a result. Teachers' subject knowledge overall is very good and it is used well when they teach specific lessons to their strengths. The timetable is arranged so that each teacher teaches different classes to ensure that pupils are taught by the best teachers for each subject. Whilst one teacher teaches English to each year group in the

junior classes, for example, another teaches mathematics and science to this group of pupils. This arrangement ensures that pupils receive the best possible teaching available.

9. The teaching of literacy and numeracy is very good and this ensures that standards in these subjects are consistently high. The school has adopted the National Strategies for teaching literacy and numeracy and utilises the strategies well when planning lessons. Teachers use a good range of resources very well to maintain pupils' interest. For example, the teacher played calming music by the Irish singer Enya to create a peaceful atmosphere before reading poetry to the pupils.
10. The very good relationships that exist between staff and pupils are important elements in teachers' management of the pupils. Pupils' behaviour is generally exemplary, mainly because of the high expectations the staff have of them. On the rare occasions when pupils misbehave in class, however, the teachers are very positive in dealing with the problem. The pupils know the school rules and react well when the teachers enforce them. The staff continually support the pupils well through praise to raise their self-esteem and encouragement to take pride in their achievements. This has a positive effect on the pupils and they work hard in response.
11. The teaching of pupils with special educational needs is very good and they make very good progress, similar to the other pupils. The special educational needs co-ordinator is very well qualified and gives a very good lead in developing the individual plans to meet each pupil's needs. The plans are then well implemented by all the staff. The quality of support by the teaching assistants is very good and is invaluable in helping pupils maintain the very good progress they make. Whilst this is the case for pupils with special educational needs, the teaching assistants also support learning well for other groups of pupils. Teachers work very hard to ensure that the assistants are well informed about their role in lessons and their skills are utilised very well. When teaching mixed-age groups, for example, teachers use the teaching assistants to cover one age group whilst they teach the other and they then exchange groups.
12. Homework is used very well to support the work pupils undertake in school. Throughout the school teachers plan homework for the pupils very well. The parents' questionnaire indicated that some parents were unhappy with the amount of homework given to their children. Inspection evidence indicates, however, that the amount of homework given to pupils is appropriate for their ages and abilities.

The headteacher provides excellent leadership and is very well supported both by other staff and the very good management provided by the governing body

13. The headteacher provides excellent leadership and it is because of this that the standards in the school are so high. The very good support given to her by the other staff and the governing body means that there is a very clear vision for the school which is shared by all. The work of the school is reflected through its success in achieving its aims to provide a happy, secure, caring and stimulating environment where all are valued and pupils make the best progress possible. The previous inspection report identified areas of weakness where there were inadequate policies and schemes of work for some subjects. These are now fully in place and used very well to support pupils' learning. The very effective monitoring of teaching and learning undertaken by the headteacher and the local education authority's inspectors has led to the very good teaching in the school. This, in turn, has led to high standards. The headteacher leads by example and is an experienced and able teacher. Additionally, she manages the staff very well and uses their individual talents very effectively. The staff work very well as a unit. Each teacher has specific responsibilities for co-ordinating and developing at least one subject. However, this work is often undertaken as a team, with the co-ordinator taking the lead in discussion. The

effect is that all the staff have first-hand knowledge of the decisions made and are better able to implement the relevant policies.

14. The school development plan is a very good working document which is used very effectively in moving the school forward. At the time of the previous inspection the plan was identified as being in need of improvement, by identifying the priorities more clearly. This has been done very well. The current plan was devised by the headteacher through discussions with the staff and governors and all feel that they have had a share in its formulation. As a result, all are fully pledged to ensure its successful implementation. It contains a three-year overview of how the school should develop, with the next year's priorities identified in greater detail. It is constantly being reviewed and changed in light of the reviews. This ensures that it is used well to develop standards further. Within the plan and through good performance management arrangements, very good levels of professional training are identified and undertaken by all staff, including the teaching assistants. This has helped to develop an excellent ethos in the school where all are appreciated and from this has arisen an excellent team spirit.
15. The governors are totally committed to the school and work very hard to manage it well. They are very successful in achieving this aim. They have been very involved in the formulation and implementation of the development plan and use this document well to decide how best to use the resources available to them. The priorities identified within the plan have been carefully costed and the governors monitor the expenditure very well. There are very clear procedures for maintaining the budget and in this the office manager supports them very well. She maintains accurate records of expenditure and regularly keeps the governors informed about the school budget. Over the years a good amount of money has been saved and this is now being used very well to maintain staffing levels, particularly the high level of support staff. The governors are very aware of the many strengths and few weaknesses in the school and their planning is based on this knowledge. They use assessment data carefully to set challenging, yet achievable, targets for pupils, the staff and themselves.

There are very good partnerships with parents, the local community and other educational establishments

16. The parents support the school fully. The results of the parents' questionnaire and the meeting for parents indicate overwhelmingly the strength of this support.
17. At the meeting for parents, attended by 19 parents, they indicated that they were very happy with most aspects of the school. They felt that, because of the very good leadership and high quality teaching their children receive, the standards achieved are very high. Inspection evidence clearly supports this view. Parents receive very high quality written reports twice each year. The reports identify the strengths and weaknesses in their children's performance and give targets to enable them to improve. In addition to the written reports, parents are invited to meet with their children's teachers on two occasions annually. These opportunities are much appreciated by the parents and they feel that they are very constructive in helping them to meet their children's needs. Parents indicated that, should they have any concerns about their children's work or any other aspect of their school life, they would happily come into school to discuss the matter with the class teacher or the head. The parents at the meeting were adamant that any concerns would be dealt with fairly and quickly.
18. The results of the parents' questionnaire were equally positive. Almost half the parents returned the questionnaire and of the 12 questions posed, only two elicited negative responses. In eight of the other ten questions, more than 75 per cent of parents indicated that they felt strong support for the school. The questions relating to the high expectations of pupils, the close working relationships with parents and the leadership and management

of the school all elicited very strong support of over 80 per cent. The two questions where parents were less happy were those relating to the amount of homework given to their children and a few parents indicated that the level of out-of-school activities was not high enough. Inspection judgements relating to both these concerns find them to be unfounded. At the meeting for parents, different views were expressed about the amount of homework given. In some cases parents felt that their children were not given enough homework regularly, whilst some indicated that their children had too much homework. Inspection evidence indicates that the amount of homework given is generally right for the ages and abilities of the pupils. The range and quality of out-of-school activities provided for pupils are excellent. There is little more that could be offered by a school of this size to enhance pupils' learning beyond the school day. The school provides a wide range of sporting activities, often linked to other schools in the local area, with coaching by professional sportspeople; visits and visitors support learning well; pupils are given opportunities to learn how to play musical instruments; a residential visit is arranged for pupils and they can learn French at a lunchtime club.

19. The school is very well involved with activities in the local community and with other educational establishments in the area. The school is part of a Federation of Small Schools and Family of Schools within the local education authority. Through the association with other schools the staff have been able to develop their skills by undertaking a range of professional development. The pupils benefit from the links to other schools when they are involved in a wide range of organised activities which are planned to help them develop their social skills. These include sporting and curricular activities and give the pupils opportunities to work alongside a wider group of children and adults. An important aspect of the association with other schools is when the pupils are given an opportunity to attend a residential field trip organised by the Federation. The field trip is arranged to give pupils experience of outdoor activities and to extend the range of studies in geography and history in addition to the social benefits.
20. The local community benefits from the school and the school uses the local community well to support pupils' development. The school organises a range of activities to which the village is invited, sometimes through the active Parent-Teacher Association. These include such events as Harvest Festival, Christmas entertainment, discos and fund-raising activities. The parents and villagers appreciate the involvement by the school in the local community. The school utilises the community well to enhance pupils' learning. Teachers plan work that involves the area when, for example, they study the village as part of the geography curriculum and visit the church as part of their work in history and religious education.

Relationships within the school are very good and this is reflected in the pupils' very good attitudes and behaviour

21. There are very clear expectations by the staff of the ways in which pupils work and behave around the school. The high expectations are reflected in the very good attitudes the pupils have towards school life and their work in particular. Behaviour overall is very good and for much of the time it is excellent. On the few occasions when it is inappropriate, there are very good sanctions to deal with the problem. These are clearly understood and implemented by staff and pupils. There was no evidence of untoward behaviour in the playground. All pupils play well together with the older pupils taking great care of the younger ones. This develops a good sense of support for each other and is reflected in the very good relationships that exist within the school. These relationships are as good between pupils and adults as among pupils themselves and the respect shown is an important factor in the overall very good ethos evident in the school. Pupils trust the adults implicitly and work very hard to please. This is reflected in the high quality presentation displayed in most pupils' work. They take great pride in their work.

22. From the time they start school, pupils are taught the right ways to deal with other children and with adults. They are encouraged to talk and listen to each other and consider others' feelings and how their own actions may affect other people. Through this they develop the caring attitudes that are evident as they become more mature. As they move through the school pupils' attitudes improve and they become even more aware of the need to be supportive of each other. This was noticeable, for example, in a science lesson when pupils were asked to work together to check their hypotheses when studying reflection. They worked very well together and discussed their findings in a very mature manner. Throughout the school pupils come into class and settle down to work quickly and quietly, with the minimum of fuss. They know that this is what is expected of them and react accordingly. This contributes to their high levels of concentration enabling them to make the very good progress in their learning.
23. Throughout the school pupils are given, and take, responsibility for their learning and many aspects of school life. Each day in the nursery class one of the children is the responsible person. Part of the role is to distribute biscuits to other class members and the staff. This is done very caringly and fairly. The children take their responsibility very seriously and are very confident. On one occasion, for example, a three-year-old brought the inspector a biscuit and stopped for a small chat. Older pupils are very responsible in their actions. They organise their own activities and during dinnertime, for example, they sit quietly with the minimum supervision to eat their food. When they finish they clear away and wait quietly, either reading or working on the computer, until it is time to go outside to play. The school has recently formed a School Council to give pupils a greater say in the running of their school. It meets regularly and feeds back to other children and discusses decisions with the staff. This is a positive move to give the pupils even more responsibility.

WHAT COULD BE IMPROVED

Facilities for outdoor play for children in the Foundation Stage are inadequate

24. Whilst children in the Foundation Stage make good progress overall in developing their physical skills, the lack of a suitable secure outdoor area limits the overall development of their physical skills. Though the school has provided a good range of large play equipment, such as scooters, tricycles and trolleys, there is no specific area designated for their use. Equally, there are no facilities for the children to develop their agility through the use of climbing apparatus. Whilst the school uses its existing facilities very well, this lack of equipment stops the children from making all the progress they should in their physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. In order to improve the high standards and quality of education still further, the headteacher, staff and governing body should:

improve the facilities for outdoor play for children in the Foundation Stage by providing a secure outdoor area with suitable toys and apparatus for them to practise their physical skills regularly.

OTHER SPECIFIED FEATURES

Focused inspection of the work of teaching assistants to support literacy and mathematics in primary schools

26. This inspection evaluated specifically the contribution of teaching assistants to the teaching of literacy and numeracy and how well they are managed in the school. In the two lessons observed for the purposes of this exercise, the teaching assistants gave good quality support to the pupils with whom they worked. As a result, the pupils learnt well and their attainment was above average. The literacy lesson observed was in the mixed-age class of Year 1, Year 2 and Foundation Stage pupils. In this lesson the teaching assistant withdrew the Reception children to work on their communication, language and literacy skills whilst the class teacher taught literacy to the rest of the class. This worked well, because it enabled the Reception children to be taught from the Foundation Stage curriculum appropriate to their age. It also meant that their lively and practical activities did not distract the older pupils in the class. The teaching assistant understood the needs of Reception children well. As they worked together sorting and naming items they would use to create their own do-it-yourself store, the children were given good opportunities to develop their language and their social skills.
27. In the Key Stage 2 numeracy lesson observed, the teaching assistant supported the Year 3 pupils within the Years 3 and 4 class as they worked on the tasks set by the teacher. The teaching assistant used her skills in questioning the pupils well to check and reinforce what they had been taught in the whole class introductory session. As a result, the pupils in this group had the confidence to tackle their tasks for themselves. They recognised the bonds between numbers, encouraged by the teaching assistant. In both lessons, the teaching assistants managed pupils very well, because of the very good relationships they had established with them and because of their knowledge of the pupils' needs.
28. The school manages its teaching assistants very well, because it values their work and expects them to make a significant contribution to pupils' learning. Under the excellent leadership of the headteacher, all the staff work together as a committed and enthusiastic team. Teachers and teaching assistants meet to plan and assess lessons on a formal weekly basis and informally every day. Through these meetings, the teaching assistants are fully informed and involved in what happens in the classroom. As a result, teachers use their teaching assistants' time to greatest effect in supporting learning and the teaching assistants in turn are able to give teachers very good support.
29. The teaching assistants are given very good opportunities for professional development, because they are fully involved in the performance management process. This does not happen in the majority of schools. It means that the work of teaching assistants is monitored and evaluated effectively and their training needs identified. The school makes sure that the teaching assistants have the chance to take up any training which is relevant to their own and the school's priorities and they are very keen to do so. In addition, they attend staff meetings and school-based training days. The development and involvement of its teaching assistants are key strengths in the way the school manages them and the result is the high quality support given to teachers and pupils. The very good deployment of teaching assistants makes a significant contribution to the very high standards in the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
10	40	40	10	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents 10 per cent of lessons observed.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	75
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	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	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.4
National comparative data	6.1

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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

As there were fewer than 10 pupils in the year group, the national test results are not reported.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	5	4	9

As there were fewer than 10 pupils in the year group, the national test results are not reported.

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	75
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)	3.1
Number of pupils per qualified teacher	24.2
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	44

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	191,620
Total expenditure	195,584
Expenditure per pupil	2,608
Balance brought forward from previous year	34,493
Balance carried forward to next year	30,529

Results of the survey of parents and carers

Questionnaire return rate 45.3%

Number of questionnaires sent out

75

Number of questionnaires returned

34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	79	18	0	0	3
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	53	29	18	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	41	50	6	0	3