

## INSPECTION REPORT

**LONGCOT AND FERNHAM C of E PRIMARY  
SCHOOL**

Longcot – near Faringdon

LEA area: Oxfordshire

Unique reference number: 123152

Headteacher: Miss J Maynard

Reporting inspector: Mr P Mann  
23219

Dates of inspection: 29<sup>th</sup> April - 1<sup>st</sup> May 2002

Inspection number: 198593

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Kings Lane Longcot Near Faringdon Oxon
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Dalton Morris
Date of previous inspection:	11 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Longcot and Fernham C of E Primary School has 104 pupils on roll, aged 4 to 11, and the average class size is 25. The school is located in the Oxfordshire village of Longcot, surrounded by attractive play areas and a playing field. The pupils come from the village, other local hamlets and the nearby town of Faringdon. The economic circumstances of most families are above average, but represent a broad spectrum of society. At the time of the inspection, there were four children under five in the reception class. The attainment of children at the start of school is above average. Twenty-three per cent of pupils in the school are on the special educational needs register, which is average. Of these, there are 21 pupils at the early, school-based stages of assessment and provision and currently there are two pupils with a Statement of Special Educational Need.

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

This is an effective school that provides a very good education and a high level of care and attention for its pupils. Good teaching ensures that all pupils make good progress in many subjects, and standards are particularly high in English and mathematics. The headteacher provides very clear direction for the school's work and the governing body gives good support. Given the high standards achieved overall and the quality of education provided, the school provides good value for money.

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

- Pupils achieve high standards in English, mathematics, science, information and communication technology and art.
- Pupils have very positive attitudes to learning, behave very well and work very hard.
- Teaching is good overall
- The school provides a wide range of exciting, vibrant and rich learning opportunities for pupils in the infants and juniors.
- Leadership of the school is very good

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

- The provision for children in the Foundation Stage to learn through play.
- Preparing pupils effectively to live in a multi-cultural society.

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

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

All the key issues identified in the previous inspection have been addressed successfully. Good progress has been made in developing the resources and opportunities for learning in music and religious education. The improvements made to the quality of indoor accommodation now enable physical education to be taught regularly indoors as well as outside. The changes made to the governing body mean that they are greatly involved in the life of the school and all statutory requirements are being fulfilled. The school is now in a strong position to build on this good progress and its capacity for further improvement is good.

### **STANDARDS**

The table illustrating standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests has been omitted because the number of pupils in this year group is less than 10.

Inspection findings confirm that pupils currently achieve very high standards in English and mathematics by the time they leave school at the age of 11 years. Attainment is above average when children start school in the reception class. Most of these young children make good progress in their communication, language and literacy skills. By the end of the reception year most have attained all the Early Learning Goals in the six areas of learning identified for children in this age range. The pupils aged seven in the 2001 national tests achieved standards in reading, writing and mathematics that were well above average. Eleven-year-olds attained very high standards in English and science in the 2001 national tests. Standards in mathematics were not as high, but still above average. These overall results were well above the national average and very much better than those of pupils in similar schools.

Despite the changes made to staffing since the previous inspection, this high attainment is due to consistently high quality teaching across the school with some very high quality teaching for infants and junior pupils alike. This is equally so for literacy and numeracy lessons as for those in science and several other subjects, such as information and communication technology and art. As a result, the standard of art has remained above that normally expected. All the teachers make lessons interesting and, as a result, the pupils' attitudes to learning are very good. Their attitudes also make a significant contribution to the overall standards being achieved.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good and pupils enjoy coming to school. They are very keen to do their best and work very hard in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well during lessons, breaks and lunchtimes.
Personal development and relationships	Very good. Pupils are sensible and mature. Relationships are very positive and pupils and teachers respect each other's needs and views.
Attendance	Very good. Timekeeping is good and attendance is well above the national average.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Very 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 overall with no unsatisfactory teaching observed. Seven out of ten lessons seen were good or better, and over a third were very good. This very high quality teaching included two excellent lessons for the oldest infant pupils. Pupils with special educational needs are taught and supported well, either in class or during specified times for individual work. This high quality teaching overall ensures that all pupils make good progress as they move through the school.

Teaching in the school is characterised by good planning and thorough preparation, which ensure that all pupils make good progress in lessons. Teachers use resources effectively to bring their lessons to life and computers are used regularly to support the pupils' learning. The skills of literacy and numeracy are taught effectively in a structured way, with a good emphasis placed on the use of technical vocabulary specific to other subjects.

Teaching is satisfactory overall for reception-aged children, although in the one lesson seen it was good. The planned curriculum identifies the appropriate areas of learning for these children, but the overall quality of this planning is inconsistent with that recommended in the recent national guidance for children of this age because there is insufficient emphasis on learning through play and child-initiated activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an exciting and vibrant curriculum for infant and junior pupils. Extra activities are well attended and offer good opportunities for pupils to learn new skills. The curriculum for the Foundation Stage is not sufficiently based on national guidance for reception-aged children, who do not have enough opportunities to learn through play or choose activities for themselves.
Provision for pupils with special educational needs	The needs of these pupils are managed well and the special education needs co-ordinator has implemented very good procedures for monitoring their progress. As a result, these pupils make good progress in their basic skills and appreciate being part of the school community.
Provision for pupils with English as an additional language	There are no pupils currently in need of specialist support, but those with English as an additional language are fully included in all aspects of the curriculum and school life and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social education is very good. Pupils are effectively encouraged to develop their spiritual awareness. Multi-cultural education is satisfactory and the school provides good opportunities for the development of the pupils' own cultural heritage.
How well the school cares for its pupils	Good. Pupils are well looked after during the school day. Child protection procedures are effective and statutory requirements are fully met.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the work of the school. Responsibilities are effectively delegated to staff and subject co-ordinators carry out their responsibilities with dedication. Teamwork is a strong feature and staff work with enthusiasm to further improve the quality of learning opportunities for the pupils at the school.
How well the governors fulfil their responsibilities	The governors provide effective support for the work of the school. They are very clear about the level of success so far and what needs to be further improved. Statutory requirements are fulfilled and governors have made a good start in applying the principles of best value in what they do for the school.
The school's evaluation of its performance	Teaching and learning have been monitored well within the school by the headteacher and subject co-ordinators. The governing body monitors the work of the school appropriately and is further developing its evaluation procedures.
The strategic use of resources	The plan for school improvement is good and it provides a clear plan for curriculum development over the next three years. Financial resources are used effectively to support pupils' learning and improve the quality of resources and classroom accommodation.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their child likes school</li><li>• The good behaviour of the pupils</li><li>• The school helps pupils to become mature and responsible</li><li>• The good teaching</li><li>• The school is well led</li></ul>	<ul style="list-style-type: none"><li>• The information they receive about their children's progress</li><li>• The school working more closely with parents</li><li>• The range of activities outside lessons</li><li>• Right amount of homework</li></ul>

Inspectors agree with all the positive points raised by parents. They also judge that the school's procedures for homework are good and are helping pupils to build on their learning. The school has established a good partnership with its parents. Teachers provide good levels of information to parents about the progress of their child over the school year. The number and range of extra-curricular activities and visits are good for a small rural primary school.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards in English, mathematics, science, information and communication technology and art.**

1. Pupils achieve very high standards in English and mathematics by the time they leave school at the age of eleven. Attainment is above average when children start school in the reception class. Most of these young children make good progress in their communication, language and literacy skills. By the end of the reception year most have attained all the Early Learning Goals<sup>1</sup> in the six areas of learning identified for children in this age range. The pupils aged seven in the 2001 national tests achieved standards in reading, writing and mathematics that were well above average. Eleven-year-olds attained very high standards in English and science in the 2001 national tests. Standards in mathematics were not as high, but still above average. These overall results were well above the national average and very much better than that of pupils in similar schools. The school has continued to improve pupils' standards in English, mathematics and science over the last few years in line with that achieved nationally. The inspection focused especially on the achievement of boys and girls and could find no significant difference in their current attainment. When making comparisons about the standards achieved it must be borne in mind that pupil numbers vary greatly from year to year and year group numbers can be very small at this school. These results, therefore, need to be treated with some caution, as the sample sizes are so small.
2. Despite the changes made to staffing since the previous inspection, the very high attainment is due to consistently high quality teaching across the school with some very high quality teaching for infants and junior pupils alike. All of the teachers make lessons interesting. This is equally so for literacy and numeracy lessons as for those in science and several other subjects, such as information and communication technology and art. As a result, the standard of art has remained above that normally expected with some very good examples of pupils' work on display around the school.
3. The pupils display very positive attitudes to learning which, combined with high quality teaching in many lessons, are a major contributory factor in achievement of high standards. Very good provision for social development also ensures that there is a very positive atmosphere for learning around the school.
4. Skills in speaking and listening are very well developed. Nearly all pupils are good at listening and by the age of 11 they can clearly articulate their views during class discussions. Speaking and listening skills are taught well at an early stage in the pupils' development. For example, this was demonstrated very effectively in an excellent literacy lesson for Year 1 and Year 2 pupils. In this lesson, pupils were given an opportunity to 'talk' about a character in a book currently being followed in lessons. This development of speaking and listening is further exemplified by Year 6 pupils being able to confidently read aloud a short passage to the whole school in assembly.
5. Skills in reading are well developed. From an early age pupils use a wide range of strategies to read unfamiliar words and, by the time they are in Year 6, most read fluently and with expression. Teachers use the literacy lessons to teach a wide range of reading skills effectively. This effective teaching ensures that pupils of all abilities, including those

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#### **<sup>1</sup> EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements 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. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

with special educational needs, make good progress in their reading. Year 6 pupils read with enthusiasm and expression, displaying a love of books. They can name several authors of children's books and their detailed book reviews indicate a depth of understanding in what they have read. They are able to use their skills of research to locate information for history and science topics and higher attaining pupils can use a glossary effectively.

6. Writing skills are effectively taught across the school and good opportunities are provided for pupils to use their skills in many other subjects. For instance, pupils in Years 3 and 4 produced some very imaginative stories in the style of a Saxon saga. The finished books on display illustrated the depth of knowledge gained in their recent history topic on 'Invaders'. Handwriting skills are being consistently developed across the school and so that the presentation of work in the pupils' books is generally of a high standard. Throughout the school, work is well punctuated and in Year 6 some pupils make good use of devices such as paragraphs and speech marks to provide interest for the reader. Pupils in this year group are able to write particularly good pieces of poetry. This is effectively illustrated in a modelled poem entitled 'The Flea's Song' by lines such as:

*'Neither guns nor knives have I – but I have stabbing teeth and I bite, bite, bite!'*

Other poems at this standard in the pupils' books confirm the high standards of poetry writing being achieved by the oldest junior pupils. For instance:

*'I love the sea, that splashing sound, spreading and coming from all around.  
White horses crashing onto the beach, the bottom of the sea far out of reach.  
Ebb and flow, ebb and flow – onto the beach far below!'*

7. The writing of poetry has been a focus this year with many examples of good work seen in the pupils' books. The frequency of story writing has not been as high, but several pupils in Year 6 are able to write stories at length at a higher than expected level for 11-year-olds. The following passage exemplifies this very high standard of writing.

*'As the sun was setting, Simon noticed something in the air. A thing that shone in the late evening sun. He didn't recognise it until it was hovering in front of his nose. It was the bicycle!'*

The quality of writing is also well above that expected nationally for seven-year-olds where very good teaching provides exciting opportunities for these pupils to excel in the quality of writing produced. In an excellent lesson for these pupils, the teacher provided a very good stimulus for developing the writing of pupils in Year 2, with the result that many were able to put themselves into the shoes of the main story character with text such as:

*'Today was the worst day of my life because I got eaten by a monster with purple fur and brown horns. ... I don't know what time it is because I am in the monster's belly but at least when the monster eats, I get some of his food!'*

8. Skills in numeracy are very well developed and teachers provide good opportunities for pupils to practise what they have learned in a variety of practical situations. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning, and pupils are encouraged to use their emerging knowledge of the patterns created by numbers. By the time they reach Year 6, these skills are at a very high level because of the consistently very good teaching of these pupils as a specific age group by the headteacher. As a result, a large proportion of pupils in Year 6 are working at a level above what is expected nationally. Analysis of pupils' work in Year 6 indicates that these pupils have developed good skills of investigation and they can use the computer to illustrate their results in various charts and graphs. Progress is also consistently good throughout the school and

high standards are achieved in lessons. For instance, most pupils in Years 2 can confidently identify simple fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$  and can use a suitable data handling program on the computer to record each other's different characteristics in order to interrogate the information at a later date.

9. Skills of scientific enquiry are well developed. The analysis of pupils' books clearly confirms that by the time pupils are in Year 6 they are knowledgeable and experienced across the whole of the science curriculum. They are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics from electrical circuits and the practical applications of conductors and insulators to the study of reversible and irreversible changes.
10. Very good teaching across the school also ensures that pupils achieve high standards in both art and information and communication technology by the time they leave school at eleven. Pupils learn a wide range of skills in these subjects and, as a result, pupils in Years 1 and 2 can competently produce pictures in the style of Henri Matisse on the computer. Pupils in Years 3 and 4 display good levels of skill in being able to produce block print pictures of the Uffington Horse in the style of Kusai and those in Year 6 can make effective flower sculptures in paper and plastic. The very effective display of Renaissance portraits in the school hall by these older junior pupils confirms the high quality of work being achieved across the school in art, illustrating the breadth of talent that these pupils have developed. The quantity of word-processed text, use of the Internet for individual research and computer-aided artwork also demonstrate the above average standards being attained in information and communication technology.

**Pupils have very positive attitudes to learning, behave very well and work very hard.**

11. Pupils' attitudes to learning are very good. They enjoy coming to school and taking part in the wide range of interesting and stimulating activities on offer. The pupils in all classes are very highly motivated, and respond very well to the good quality teaching and the overall good provision for spiritual, moral, social and cultural development. All pupils as a result display a keen enthusiasm for learning in their lessons and this is exemplified by the large numbers of pupils who raise their hands to make a contribution to the class discussions or answer the teachers' questions. Good displays of artwork around the school exhibit the level of care and attention that the pupils place on their work.
12. All pupils respond enthusiastically to the good opportunities for individual reflection on spiritual and moral issues discussed during whole-school assemblies. For example, pupils in a well-managed assembly about the importance of 'Truth' responded very well to very high quality opportunities for individual reflection about the topic being discussed. The teacher in charge of the assembly developed a very positive rapport with all the pupils during this important time of the school day. As a result, all pupils listened to what the teacher had to say and fully considered the importance of truth during this assembly and its relevance to everyday life. Pupils in all classes also respond particularly well to the teachers' good introductions to lessons by displaying a keenness for the topic being taught and the challenges presented by the teachers for follow-up work. For example, pupils in Year 2 responded very well to a very good introduction and explanation by the class teacher about what writing tasks were required. As a result of the teacher's very good introduction, pupils set about their task with unbounded enthusiasm, completed the work on time and listened very attentively to the finished pieces of work being read out at the end of the lesson by their classmates.
13. Many pupils are able to concentrate for long periods in lessons and a strong feature is their ability to work in pairs or small groups. Many pupils enjoy meeting the challenges that teachers present to them and older pupils use their own initiative effectively to solve problems for themselves, as seen in a very good art lesson in the class for Years 5 and 6

pupils. In this lesson, the pupils responded very well to the very effective demonstration of new skills by the teacher and the opportunity for choosing or modifying the techniques required to design a greeting card.

14. Pupils with special educational needs clearly value the level of support provided for them either in lessons, group work or individual sessions. They respond particularly well to individual tuition by teaching assistants, which is making a significant contribution to the progress they are making because they feel that they are learning at their pace and level.
15. The overall behaviour of pupils is very good. The code of behaviour is implicit within the school's aims and the pupils' response to this is very positive. All staff have high expectations of the pupils' behaviour and planning for the pupils' moral development is very effective. The relationships between teachers and pupils and the pupils themselves are very positive. The positive relationships are exemplified by the very good behaviour seen in all lessons and the way that all pupils play happily together in the playground at break times. This very positive behaviour is further exemplified by the way all pupils use and have fun with the wide range of play equipment available in the playground. For example, it was a pleasure to see girls and boys playing happily together either with simple play equipment or in the adventure playground. All pupils are very friendly towards visitors and there is an air of happiness around the school. Instances of bullying and aggressive behaviour are extremely rare and there have been no pupil exclusions in the last reported year.

#### **Teaching is good overall.**

16. The quality of teaching is good overall and no unsatisfactory teaching was observed. Seven out of ten lessons seen were good or better, and over a third were very good. This very high quality teaching included two excellent lessons for the oldest infant pupils. Teaching is satisfactory overall for reception-aged children, although in the one lesson seen it was good. Pupils with special educational needs are taught and supported well, either in class or during specified times for individual work. This high quality teaching overall ensures that all make good progress as they move through the school.
17. Teaching in the school is characterised by good planning and thorough preparation. Teachers identify their learning objectives clearly and share them with pupils at the start of lessons so that the purpose of the work is made clear. During the important session at the end of the lesson, when the whole class comes together to review learning, teachers often make good links to the learning objectives set out at the start of the lesson. In the best lessons, pupils are given the opportunity to reflect and to evaluate their own progress in achieving these objectives. The skills of literacy and numeracy are taught well in a structured way, with a good emphasis placed on the use of technical vocabulary specific to other subjects.
18. Teachers use resources well to make lessons interesting and introduce new concepts. This is particularly so in literacy lessons. For example, in a lesson for pupils in Years 3 and 4 the teacher used the overhead projector effectively to illustrate the correct layout for an address and format for a 'thank you' letter. A 'big' book with enlarged text was also used very well in an excellent literacy lessons for a class of Years 1 and 2 pupils to stimulate the pupils' understanding of the characters in this particular story. As a result of this stimulus, these pupils produced writing of very high quality when compared to those of similar age. The overhead projector was also used well in a numeracy lesson for Year 6 pupils to exemplify a range of fractions and their relationships with pie charts. Learning support assistants are well briefed and provide valuable support to individuals or to small groups. This form of help is particularly effective during 'literacy hour' sessions.

19. Lessons contain a good balance between direct teaching, activity by the pupils and time to review what has been learned. All teachers are skilled in using questions to assess the pupils' understanding and challenge their thinking. Good subject knowledge, combined with good explanations, ensures that the pupils make good progress in lessons. For example, in a very good art lesson for Years 5 and 6 pupils, the teacher successfully led a discussion on the different styles illustrators use to create different greetings cards. The teacher provided a very good demonstration of a specific pencil effect, which influenced the work of the pupils in a very positive way. Teachers constantly monitor how pupils are progressing, making opportune prompts to support the slower learners as well as challenging questions or remarks to stretch those of higher ability.
20. Pupils are very well managed in all lessons. The very good working atmosphere created through high expectations of pupils' behaviour, the very positive relationships and mutual respect between teachers and pupils, together with clearly established classroom routines, enable all pupils to concentrate on their work and to make good progress. Consequently, the pupils' very good behaviour and highly positive attitudes to learning contribute significantly to the quality of learning experiences within the school. This was demonstrated effectively in an athletics lesson for pupils in Years 5 and 6. The teacher managed the lesson well and good management of the pupils' behaviour ensured that the lesson was successful and all pupils gained from the vigorous activities provided.
21. The corner stone of this high quality teaching is the consistently good planning for what is to be learnt. This provides a very clear framework for teachers and, when it combines with secure knowledge of the subjects being taught, it results in the brisk pace to learning seen in many lessons. Teaching of this quality was observed in a Year 6 numeracy lesson to develop pupils' skills in data handling. The teacher was both very knowledgeable and enthusiastic about mathematics and maintained a brisk pace throughout the lesson. Tasks were clearly explained and the pupils' understanding of them was carefully checked before they were set to work. The teacher ensured that both girls and boys were equally involved in the lesson through carefully targeted questions. All the pupils' contributions were equally valued and praise was effectively used. As a result, these pupils, including those of a lower ability, enjoyed the challenging nature of the tasks set.
22. Pupils with special educational needs are taught well by teachers and teaching assistants. Specific needs and targets for improvement are effectively identified within individual education plans for all the pupils on the special educational needs register. This good practice ensures that all these pupils, including those with profound difficulties, make good progress in their learning.
23. The quality of teachers' marking is consistent across the school and is very good. It is very thorough and forms the basis for the school's continuous assessment of the pupils' progress and achievements. Teachers provide good levels of praise for pupils and targets for improvement are often shared through good quality individual feedback with each pupil. The high quality marking is particularly evident in writing where individual targets are often set for pupils to further improve their work. This high standard of marking is backed up with good assessment procedures and detailed evaluations of the pupils' progress. Homework is used effectively to supplement and reinforce what is learnt in class. Pupils throughout the school are encouraged to take reading books home together with spellings and number work.

**The school provides a wide range of exciting, vibrant and rich learning opportunities for pupils in the infants and juniors.**

24. The curriculum offered to pupils in the infants and juniors is a strength of the school. It is broad, balanced, relevant and very well constructed to ensure that pupils' skills, knowledge and understanding are developed systematically from year to year taking fully into account the mixed-age classes. The issues related to music, physical education and religious education identified in the previous inspection have all been addressed successfully. The National Literacy and Numeracy Strategies have been implemented effectively and the provision for teaching basic skills is good. Very good links are made between subjects, so that pupils have regular opportunities to transfer skills learned in one subject to their work in another. For example, information and communication technology is often used very effectively to provide good opportunities for good cross-curricular links between subjects. This effective planning provides a good balance between the academic subjects such as English, mathematics, and science and the more expressive nature of art and music. As a result, all pupils are provided with very good opportunities to excel in areas of individual strength.
25. The needs of pupils with special educational needs are met well through a well-planned programme of support. Individual pupils with special educational needs are provided with regular opportunities for the targeted teaching of basic skills, ensuring that they make good progress in literacy and numeracy work. Those pupils who speak English as an additional language are no longer in need of specialist help, but receive extra support as and when required and are fully included in all aspects of learning.
26. The school has placed a good emphasis on developing the creative arts and a specific focus day is held each term. For example, all the pupils took part in an 'Art Day' at the beginning of this academic year. A science day is planned for this summer term. The school also arranges a good programme of educational visits combined with high-quality experiences by visitors to the school. The programme enriches the curriculum and provides valuable stimuli for pupils' learning. For example, a visit by a famous author of children's books provided a very exciting focus for the school's annual 'Bookweek'. This in turn resulted in some high quality poetry work by older pupils and good reviews of the books that they read. Visits to local places of interest such as churches, galleries and museums, further develops the pupils understanding of their own cultural heritage. For instance, older junior pupils visited a local sculptor's workshop to experience the construction of willow sculptures. These are now on display in a local country park. A further enrichment of the pupils' learning experiences in art involved the design and construction of a spectacular mosaic mural that now forms a centre-piece in the newly built section of the school. Geography topics about other places around the world are developing the pupils' understanding of other cultures and this is also supported by detailed work in religious education on the Hindu and Sikh faiths. An exciting development has been the recent e-mail communication with a Spanish school following a recent link with a past pupil. These experiences provide the pupils with a good understanding of their own culture and that of others.
27. The provision for personal development is good and an impressive range of activities outside lessons underpins the curriculum. The range of extra-curricular activities is very good for such a small school. The activities are very well supported and include recorder lessons, science and computer clubs. The school also makes good use of external coaches to provide a range of sporting experiences outside games lessons.

## **Leadership of the school is very good.**

28. The school is very well led by the headteacher. She regularly monitors the quality of teaching and learning and has a clear view of the future development of the school. She ensures that the school's clearly stated aims are fully reflected in its work and provides a very good example to staff and pupils through her regular high quality teaching of mathematics and science to the Year 6 group. There is a sense of teamwork among the staff and newly appointed teachers have become part of this effective team in a short space of time. All staff are committed to improving the pupils' achievements and are good at evaluating their teaching. The provision for pupils with special educational needs is managed well by the recently appointed co-ordinator and, as a result, these pupils make good progress as they move through the school. Day-to-day and office routines are well managed by the efficient school administrator.
29. The plan for school improvement provides a very clear picture of the current priorities and future development. It is a useful working document and targets are fully identified to ensure that the level of improvement can be effectively measured. The headteacher and governing body are now in a good position to evaluate the success of this plan further and apply principles of best value to the school's future development.
30. The governing body provides effective levels of support and is clear about the school's strengths and further areas for improvement. The governing body has been deeply involved in the school's refurbishment programme and has used the budget wisely to improve the level of accommodation in the school for the benefit of the whole community. It is aware that it currently has a very high contingency figure within its reported budget, but this is predominantly made up of capital expenditure designated for the recent building work. Governors display high levels of commitment to the school, staff and pupils and all statutory requirements are fulfilled. This represents good improvement on the key issues identified in the previous inspection.
31. A clear commitment to improvement is evident in the way in which curriculum developments are managed and in the very good way in which additional, specific support for pupils is carefully targeted. The progress of individual pupils is being effectively tracked and monitored by the headteacher with the effective use of information technology. The monitoring of the quality of teaching and learning by subject co-ordinators reflects the priority placed on recent national initiatives in literacy and numeracy. Some co-ordinators have observed lessons in their subjects and have provided effective support to colleagues based on the information gained from their monitoring.

## **WHAT COULD BE IMPROVED**

### **The provision for children in the Foundation Stage to learn through play.**

32. Children enter the reception class the term of their fifth birthday and they are taught within a class of Year 1 pupils. The attainment of these children when they enter school is above the national average and most achieve the Early Learning Goals identified for reception children before they start Year 1. Planning for children of reception age is satisfactory overall and the teacher clearly identifies the areas of learning for these children alongside the programme of learning for the Year 1 pupils.
33. These reception-aged children make good progress in the areas of learning related to literacy and numeracy development because of the good quality teaching and learning provided for all pupils in this class. The planned curriculum identifies the appropriate areas of learning alongside National Curriculum learning intentions, but the overall quality of this planning is inconsistent with that recommended in the recent national guidance for children of this age because there is insufficient emphasis on learning through play and

child-initiated activity. This is especially so for the youngest children who are admitted into the class each term.

### **Preparing pupils effectively to live in a multi-cultural society.**

34. The school provides a wealth of learning experiences for the pupils to develop a good understanding of their own cultural heritage through the study of art, music, history and geography. Multi-cultural development was judged to be satisfactory in the last inspection. Provision remains the same and is not as strong a feature as many other aspects of the school's curriculum. Some opportunities are provided for the pupils to learn about people from other cultures through geography and art. The quality and range of work covered in the religious education programme are satisfactory and fulfil the requirements of the locally agreed syllabus. All pupils, therefore, are developing a sound understanding of Hinduism and Sikhism because these are the faiths that have been nominated by the school to be studied alongside Christianity. The involvement of visitors from these faith groups or visits to their places of worship has been very limited in the past. This has been recognised by the school and scheduled for inclusion in future planning of religious education throughout the school.

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

35. The headteacher, governing body and staff should now improve:

- the quality of learning experiences for children in the reception class by:
- ensuring that planning for these children is consistent with government guidance;
- improving the quality of provision for these children to regularly learn through play;
- the opportunities available for multi-cultural development in all aspects of the curriculum.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	3	5	4	0	0	0
Percentage	14	21	36	29	0	0	0

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

### 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)	104
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	23

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC Level 2 or above	School	92 (100)	100 (100)	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	12	11	12
Percentage of pupils at NC Level 2 or above	School	92 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

NB. The results for Key Stage 2 are not reported as the number of pupils in the year group totals less than 10. Some data for Key Stage 1 is omitted because the numbers of boys in this year group are less than 10.

### **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	1
White	85
Any other minority ethnic group	3

*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)	5.4
Number of pupils per qualified teacher	25
Average class size	25

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

Total number of education support staff	5
Total aggregate hours worked per week	69

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	2.2
Total number of vacant teaching posts (FTE)	0.1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
	£
Total income	229,322
Total expenditure	211,176
Expenditure per pupil	2,456
Balance brought forward from previous year	51,763
Balance carried forward to next year	69,909

## Results of the survey of parents and carers

Questionnaire return rate 53%

Number of questionnaires sent out

104

Number of questionnaires returned

55

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	51	5	0	0
My child is making good progress in school.	42	51	7	0	0
Behaviour in the school is good.	46	48	4	2	0
My child gets the right amount of work to do at home.	26	56	18	0	0
The teaching is good.	54	42	2	0	2
I am kept well informed about how my child is getting on.	30	50	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	30	9	0	0
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	33	50	12	5	0
The school is well led and managed.	60	35	0	5	0
The school is helping my child become mature and responsible.	43	51	2	0	4
The school provides an interesting range of activities outside lessons.	32	47	9	9	3