

## INSPECTION REPORT

**WILLIAM PENN VOLUNTARY CONTROLLED  
PRIMARY SCHOOL**

Coolham, Horsham

LEA area: West Sussex

Unique reference number:126002

Headteacher: Mrs Roz Lewis

Reporting inspector: Lynn Adair  
21095

Dates of inspection: 1 - 2 July 2002

Inspection number: 198610

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 years
Gender of pupils:	Mixed
School address:	Coolham Horsham West Sussex
Postcode:	RH13 8QN
Telephone number:	01403 741274
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Neve
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

William Penn Primary is a small voluntary controlled school for boys and girls aged four to eleven years old. It was founded by the Society of Friends and its aims are based on Quaker principles, although very few of the current pupils are Quakers. The school has 90 full-time pupils, drawn mainly from the village in which it is situated, although a large number travel some distance to attend the school by parental choice. Attainment on entry is generally above that expected of pupils of the same age nationally and their social circumstances are much more favourable. Only one pupil has free school meals, a well below average proportion compared with the national picture. Seven pupils in the school have special educational needs, which, at almost eight per cent of those on roll, is also a well below average figure. No pupils have statements of special educational need. Very few pupils are from minority ethnic groups, although three pupils have Traveller backgrounds.

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

William Penn Primary is a good school. Pupils attain very high standards by the time they leave the school. Effective staff teamwork makes a significant contribution to the good quality of educational provision in the school, particularly the good quality of teaching. This in turn has a positive impact on the progress that pupils make during their time in the school. Although expenditure per pupil is high, which is usual in such a small school, the school makes good use of its resources to secure good value for money.

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

- Standards attained by pupils are very high by the end of Year 6, particularly in English, mathematics and science.
- Pupils' very good attitudes and behaviour have a significantly positive impact on the way in which they learn.
- Good teamwork means that effective practice is shared well and results in high quality provision, especially evident in the good quality of teaching. This provides pupils with a very inclusive curriculum, which is challenging and well matched to their needs and interests.
- Pupils' personal development is very well promoted, resulting in very high quality relationships and contributing to the very positive ethos that exists throughout the school.
- The very good partnership between home and school strongly contributes to the progress which children make.

## WHAT COULD BE IMPROVED

- Provision and planning for information and communication technology to help to raise standards to the same level as other subjects.
- More rigour in monitoring and evaluating the work of the school, involving staff and governors, to make a stronger contribution to the school improvement process and the long term direction of the school.
- Ensure statutory requirements are met for swimming in the juniors, and for conducting regular risk assessments of the site.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

William Penn Primary was last inspected in November 1997. The school has made good progress in improving standards in the core subjects of English, mathematics and science since then. Most of the key issues identified at that time have been addressed well. Particularly good improvement has been achieved, through much improved provision, in matching work to the full range of age and attainment in most lessons and in developing pupils' ability to learn more independently. However, the school has still to secure facilities for teaching junior-aged pupils to swim. Although national requirements for information and communication technology are now met, more work is needed to ensure pupils are helped to achieve higher standards in the subject. The quality of teaching has improved since the last inspection, and teachers' effectiveness has been much improved through the sharing of good practice. Monitoring of teaching and learning is more systematic, but greater rigour is needed to secure even more improvement.

## STANDARDS

The table below 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				<b>Key</b>  <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
	all schools			similar schools	
	1999	2000	2001	2001	
English	A*	A	A*	A	
Mathematics	A*	A	A	C	
Science	A	C	B	C	

Pupils enter the school with good levels of attainment and build effectively on these during their time in the school to achieve very high standards by the time they leave. By the end of the Reception Year, children are far exceeding the expected standards in language skills and they reach good standards in mathematical skills and knowledge and understanding of the world. These standards are built on effectively in Years 1 and 2. Results of tests for seven year olds in 2001 were in the top 5 per cent of schools nationally in reading, writing, mathematics and science. Results have improved considerably since the last inspection, and compare very well with schools with similar levels of free school meals. Inspection evidence for current pupils in Year 2 reflects these very high standards. The table above shows that the school's results in the 2001 national tests for 11 year olds were in the top 5 per cent of schools nationally in English, very high in mathematics and good in science.

When results are compared with schools with similar levels of free school meals, they are very high in English, and broadly similar in mathematics and science. Results over the last four years show an upward trend in improvement similar to that found nationally, though they vary because of the slight differences in attainment in the small number in each year group. However, last year's targets for Year 6 pupils were well exceeded. Some good improvement has taken place in English as a result of improved provision, especially in spelling. Standards in the present Year 6 pupils are equally high in English, mathematics and science. This reflects the school's efforts in improving mathematical and scientific skills and the consistently very good quality of teaching in the Year 5/6 class. Pupils with special educational needs are well supported and make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show real enthusiasm in lessons, with a high level of involvement and interest.
Behaviour, in and out of classrooms	Very good. Pupils are consistently well behaved in lessons and at other times around the school.
Personal development and relationships	Very good. High level of co-operation, even from the school's youngest pupils. Infant and junior aged pupils learn to use their initiative well and bring their own ideas to learning.
Attendance	Sound. A number of parents take holidays during school time, in spite of discouragement by the school. All lessons begin punctually.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

The quality of teaching and learning in the whole school is good, with some very effective practice seen at the end of the junior years, which has a significant impact on the rate at which these pupils learn. Teachers across the school are particularly adept at teaching basic skills in literacy and numeracy, with some very effective questioning. Very clear learning intentions are evidenced in teachers' plans, which specify work that is well matched to the needs of different groups of pupils in each class. This is based on good assessment. Consequently, the level of challenge is high and pupils respond very well, which helps them to make effective gains in their knowledge, skills and understanding. Resources are well prepared and organised to make learning more interesting for pupils and to help them work independently of the teacher. In the Reception class, more opportunities could be provided for children to make their own choices of activities, so that they work more independently at an earlier age. Time is used well in most lessons so that a fast pace is sustained and pupils learn rapidly. The warmth, humour and enthusiasm of all teachers are encouraging for pupils, and help them to enjoy their learning and want to learn more. An area for development in teaching is in planning more use of information and communication technology to support learning in all subjects. Currently, the lack of wider applications limits the development of pupils' information and communication technology skills.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Curriculum planning is well structured, with learning intentions effectively focused on the development of knowledge as well as skills. The curriculum is well balanced in the infants and juniors, although swimming is not included in physical education in the juniors. The balance of experiences in the Reception year is sound overall, but adversely affected by limited outdoor facilities and lack of opportunities for self-chosen activities.
Provision for pupils with special educational needs	Good. Supported by in-class support so that all are included in lessons. Short-term targets for these pupils are sharply defined in their individual education plans and well followed through.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Very effective promotion of pupils' spiritual, moral and social awareness to assist their personal development. Good promotion of pupils' cultural awareness, although the multi-cultural dimension could be promoted more effectively.
How well the school cares for its pupils	Very good. Very good procedures for supporting pupils' welfare. Good support for pupils with Traveller backgrounds. Effective involvement of all pupils in the target-setting process. More attention is needed to regular risk assessment of the school site.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The headteacher leads the school effectively to promote a very positive ethos, and has worked with staff well to secure improvement since the last inspection. They are now conscious of the need to set out a clearer long-term educational direction to the school's work.
How well the governors fulfil their responsibilities	Sound. Governors are becoming more actively involved in exercising their roles, based on a better understanding of whole school strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. Use is beginning to be made of performance information to monitor and analyse teaching and standards. However, the process could be more rigorous to inform long-term school improvement planning and coverage of each aspect of the school's work. Staff and governors are beginning to be more involved in the monitoring process.
The strategic use of resources	Satisfactory. Sound consideration is made of the principles of best value. Good use is made of the school's finances as well as additional grant funding to improve provision. More evaluation of the impact of spending decisions could be made to assess how well funds have been used. A long-term view is needed of how finances are planned and to be used to improve learning opportunities for pupils.

## 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 children like school, and they are making good progress and achieving well.</li><li>• Behaviour in the school is good, and their children are being helped to become mature and responsible.</li><li>• The teaching is good and all staff are approachable if parents have any concerns.</li><li>• The school is well led and managed and works closely in partnership with parents.</li><li>• Parents are kept well informed about how their children are getting on.</li></ul>	<ul style="list-style-type: none"><li>• A more interesting range of activities outside of lessons.</li><li>• The amount of homework provided.</li></ul>

The inspection team agrees overall with parents' positive comments. Parents' more critical comments about the range of extra-curricular activities and about homework were not substantiated by inspection evidence. For such a small school, the range of activities outside of lessons is considered sound. The range and quality of homework is good. Expectations for the school's policy for homework have been recorded clearly for parent, pupil and staff reference.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Standards attained by pupils, particularly in English, mathematics and science, are very high by the end of Year 6.**

1. When the current children in the Reception class entered school, their attainment was above that expected nationally of children of the same age. Most have made good progress in developing their language skills, and satisfactory progress in their mathematical skills and knowledge and understanding of the world. They are on course to exceed the recommended Early Learning Goals<sup>1</sup>, with some very high achievement in communication and language skills. Their speaking and listening skills are very well developed. They are keen to share their views individually, as well as in class and group discussions, and do so with confidence. In fact, one child from the Reception class was confident enough to talk very articulately about her favourite object to the rest of the school in an assembly. Children enjoy sharing books with adults. Their very good understanding of letter sounds and most commonly used words helps them to make very good attempts at reading accurately. They read aloud together well. In one story about a tiger, the children empathised strongly with the tiger's plight, expressing their views well and showing a very good understanding of the storyline. Children write with increased legibility to produce recognisable letters and words. Some make effective attempts at independent writing, using accurate spelling. Several children used the key word 'said' to write simple sentences such as '*My mum said go to bed*'. Children make sound progress with number recognition and counting skills. They are able to form number bonds to at least 10, and many go beyond this with accuracy. They recognise ordinal numbers and use them well when 'queuing'. They are able to use a good range of mathematical language to describe position. Some are able to use different coins to make 10p. Children's knowledge and understanding of the world is good. They recognise that listening is a sense through which we can sort different sounds according to their pitch. They explore different sounds around them, and sort them into those that are pleasant or unpleasant.

2. By Year 2, pupils have achieved very high standards in English. They read a range of fiction and non-fiction material independently and talk about their choices with very good reasoning. They are able to give a summary of the text in their own words and describe main characters. Pupils develop their understanding of characters very well in their own writing. They produce accurately punctuated pieces of legible, well-structured writing using a mature vocabulary, such as '*he emerged from...*'. They write for a range of purposes, including descriptive, imaginative and non-fiction pieces employing a good vocabulary. By Year 6, pupils have built on these early skills effectively. They read aloud very expressively and enthusiastically. They use their speaking and listening skills well to debate and form opinions, for example when discussing different genres in fiction writing. They elicit and discuss effectively the good and evil points of the story of the 'The Magic Flute'. They know about different styles of writing, and use words and imagery to very good effect so that their ideas are developed in an interesting way; for example, '*Mr Hoppy's facial structure is interesting, what with having a pointy chin, prominent cheek bones ...his hairy caterpillar eyebrows ... his fingers have a life of their own when he's nervous..... His stomach and torso combination have been let go a little in the past two years and so he is a little plump*'. There is also good evidence of extended writing using complex sentences, a range of punctuation and well-chosen vocabulary.

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<sup>1</sup> The Early Learning Goals establish the expectations for most children to reach at the end of the Reception year

3. Pupils across the school employ their literacy skills well in other subjects. In Years 1 and 2, pupils discuss their feelings well in 'circle time' and make suggestions about how their actions can help others. In Years 3 and 4, pupils build effectively on this and talk articulately about the consequences of their actions on the feelings of others. In Years 5 and 6, pupils enter into a mature debate, in a religious education lesson, to compare and contrast different types of worship. Pupils in the school produce some effective writing associated with their work in geography and history, such as accounts of visits. Although the work presented for display is often of high quality with accurate spelling (an improvement on the last inspection), their handwriting and presentation in books is sometimes untidy. This was a concern in the last inspection that has not been fully addressed.

4. By Year 2, pupils have a very good understanding of number. They are able to count on and back to at least 50, count in multiples of 3 and have a very good understanding of place value. All are confident and accurate when calculating mentally using single digits and many are able to use two digits in their operations. Pupils have developed very effective reasoning skills, which they employ well in problem solving. For example, they apply their skills well to solve money problems and clearly explain the strategies they have used. These skills are built on effectively as pupils move through the junior classes. Pupils in Years 3 and 4 are able to double and halve two and three digit numbers quickly and accurately. They have a good understanding of fractions, having the ability to add, simplify and show equivalence in fractions. By Year 6, pupils use their very good understanding of mathematical vocabulary and operational processes to mentally calculate strings of number patterns. Most pupils have very good problem solving skills, which they use to convert word problems to mathematical operations, drawing on key facts and using logical steps to reach their solutions. Pupils employ their numeracy skills effectively in other subjects across the school. For example, they use accurate measures in designs of nets for packaging in design and technology, and in geography they collect and represent data about rainfall in Ethiopia.

5. Scientific knowledge, understanding and skills are well developed through a good range of experimentation. For example, pupils in Years 1 and 2 have a good understanding of electricity and that mains and batteries are both sources of power. They give lots of examples of the uses of each and show a very good understanding of their similarities and differences. Pupils are quick to pose their own questions and offer their own explanations of scientific phenomena. They do not accept the obvious but are keen to investigate for themselves in order to be convinced and arrive at their own conclusions. They systematically carry out their own investigations, constructing circuits that incorporate switches and buzzers and testing different materials for their conductivity. They use their observations to arrive at good conclusions. By Years 5 and 6, pupils have a very good understanding of changes in the state of materials. They employ a very effective scientific vocabulary to describe, in advanced terms, energy transfer from solids to liquids to gases. They explore the process of melting and make very good predictions of what will happen and why, based on their prior knowledge and understanding. They pose very good questions about the variables that may influence the rate of melting, such as difference in surface area or that shaking may result in heat generation through friction. This demonstrates a very good understanding of what constitutes a fair test.

**The very good attitudes and behaviour of pupils have a significantly positive impact on the way in which they learn.**

6. All pupils are keen to come to school and learn. Their enthusiasm and enjoyment of learning are highly evident in lessons across the school. In Years 5 and 6, higher attaining pupils relish the challenge of a mathematical problem and are keen to share how they arrived at their solutions. When set to work on their own, pupils quickly become engrossed in tasks, and work for sustained periods with good concentration so that work is almost always completed in the time allowed. In Years 1 and 2, for example, pupils are engrossed in their scientific experiments on electricity and work for extended periods of time with concentration and application. Pupils listen to teachers well. They are keen to answer questions and involve themselves in discussions, although discussions are sometimes a little too long for some of the school's youngest children in the Reception year. However, all pupils value each other's contributions and listen courteously when ideas are shared, particularly at the beginning and end of lessons. This acts as an incentive to others to contribute their views, and they learn well from each other. In circle times, pupils show real consideration when talking about difficulties with relationships. In many lessons, pupils spontaneously applaud the efforts of other pupils. They are sensitive to problems that other pupils may have in relation to learning.

7. Pupils' behaviour is always at least good and more frequently very good, both in lessons and at playtimes. They are very helpful when talking to visitors about their work, and are extremely courteous to adults and each other when moving around the school, often holding doors open uninvited. They have developed their own school and class rules, as well as a Charter of Rights. Pupils' very good behaviour ensures that they work in a calm and positive atmosphere, and this results in high levels of productivity and focused activity.

8. Pupils' very positive attitudes and very good behaviour are key factors in contributing to the very high standards that are attained.

**Good teamwork means that effective practice is shared well and results in high quality provision, especially evident in the good quality of teaching. This provides pupils with a very inclusive curriculum that is challenging and well matched to their needs and interests.**

9. One of the most significant factors contributing to the very high standards attained is the good quality of teaching and learning. This is brought about by the effective teamwork of staff, which promotes the sharing of good practice. Particularly effective teaching was observed in Years 5 and 6 where the teacher's very high expectations, very good subject knowledge, notably in science, and the highly effective questioning technique of giving 'thinking time' to pupils made them think more carefully and deeply about the topics being studied. Pupils considered their responses individually, in pairs or as a group, much more carefully as a result.

10. Since the last inspection, improvements have been made to planning more effectively for the wide range of ages and attainment in each class. Learning intentions are precisely defined for different groups of pupils within each class, so that work is well matched to their needs and builds effectively in terms of knowledge, skills and understanding on their prior level of attainment. In the Reception/Year 1 class, the teacher is very skilful at specifically targeting questions at different groups of children in whole group discussions, so that all are fully included. On occasion, the pace slows when children sit too long. Group tasks in this class are also well-planned and organised, although children are often directed to these by the teacher rather than by their own choice, which would encourage their initiative and give

them greater independence in their learning. Planned activities in the rest of the school set a high level of challenge, which engages pupils' interest, encourages them to investigate for themselves and helps them to make effective gains in their learning. This was seen to very good effect in science lessons, where pupils were asked to consider different scientific phenomena and they did so systematically and carefully. In Years 1 and 2, different tasks were organised which encouraged more independent learning with adult help when needed. In Years 5 and 6, effective questioning targeted at individual pupils made sure that all were included and able to respond, ensuring their full engagement in their work.

11. The well-planned work is based on teachers' good understanding of where pupils are in their learning and what they need to do next. This comes about through their very good ongoing assessment, which has been developed as a result of one teacher's professional study. Annotation of pupils' work is detailed and points out very clearly what pupils have learnt and where they need to improve. Teachers enter into a real dialogue with pupils which results in their making improvements in their work in response to the comments. Pupils gain a very good knowledge of their own learning and how to improve. This is reinforced in regular target setting sessions. Through discussion with the teacher and each other, pupils set themselves personal targets for a wide range of work. These targets are well understood, and regularly reviewed and evaluated to help to improve their learning.

12. Teachers are effective in teaching basic skills in English and mathematics. They have very good knowledge of the National Literacy and Numeracy frameworks. As a result, their lessons are well structured, with a good balance of word, sentence and text level work in literacy, and opportunities for oral and mental work in mathematics. In most lessons, key learning points are made clear to pupils so that they are aware of what they are expected to learn. Questioning is effective in drawing pupils' attention to key learning points, for example to assess pupils' understanding of problem solving in mathematics. Teachers are quick to revisit number work concepts to help the pupils make links in their learning and solve problems they find in calculations. At the end of lessons, teachers draw together and share what the pupils have done and comment on how well they have done it. This helps pupils to consolidate their learning.

13. Lessons are paced effectively so that pupils learn at a good rate and their interest is sustained. Teachers use time well, moving quickly from one activity to the next to make maximum use of the time available. A very good level of mutual respect and very effective classroom management means that very little time is lost in dealing with off-task behaviour. Consequently, much is achieved in a short period. Teachers prepare their resources thoughtfully to engage pupils' attention and hold their interest. In a religious education lesson in Year 5 and 6, for example, digital images of different artefacts and symbols associated with worship gave pupils a clearer reference for their discussion. Adult helpers are mainly deployed to good effect. In a Year 1 and 2 science lesson, pupils were curious about the different resources they used to explore electricity and concentrated hard to form circuits and test materials. The adult helper was used well to provide focused support for Year 1 pupils to explore battery-operated objects more closely, which developed these pupils' learning well. On occasion, assistants' time is not so well used when they sit and simply watch introductions rather than being employed more productively, for example in making observational notes. Teachers' enthusiasm holds pupils' attention. Their warm exposition and ability to capture pupils' interest in a mature and imaginative way strongly encourage pupils to take part and want to learn more.

14. The school has worked hard to improve the quality of provision to ensure a close match of work for pupils of all abilities, with a strong focus on inclusion to take account of their circumstances. The strategy of employing a consultant for a short period each week to support pupils with special educational needs has developed provision and practice

effectively. Organisation of support ensures that these pupils are fully included in all activities in class and have access to the full curriculum alongside their peers. Additional activities with adult support are carefully planned on an individual and regular basis, which ensure that no omissions to learning occur. Strong support is given to families with Traveller backgrounds to ensure that their children are helped to access the curriculum with confidence. More recently, an additional consultant has helped to review practice in supporting higher attaining pupils. This initiative has helped to provide enrichment and extension activities that give greater challenge to these pupils and so help to develop their skills to a higher level. A very good focus is placed on developing problem solving and enquiry skills among all pupils, especially evident in science and mathematics. This helps them to apply their knowledge and understanding well. Homework has also been improved since the last inspection. Expectations are made clear in written form to parents, pupils and staff. A wide range of activities is provided for pupils to aid self-study, particularly in Years 5 and 6, which is particularly helpful in aiding the transition to the secondary stage of education.

**Pupils' personal development is very well promoted, resulting in very high quality relationships and contributing to the very positive ethos which exists throughout the school.**

15. A strong emphasis is placed on developing pupils' personal skills. The provision for their spiritual, moral and social development is very strong and at the heart of all that the school does well. The ethos of caring, based upon shared values, pervades the school. The school has a strong sense of community.

16. Assemblies are a focus for spiritual development. Pupils are taught to respect and value each other. There is always a prayer and a quiet moment for thought. In religious education lessons, pupils have the opportunity to talk about the beliefs of the world religions. Different forms of worship are considered and sensitivity is developed for similarities and differences between different faiths. Good spiritual development is also seen across the curriculum. Pupils are encouraged to express their emotions in writing. For example, in writing about World War 2 experiences, pupils consider rationing and simulate what it was like to be in a bomb shelter. This produced some strongly atmospheric writing about the period. Pupils are helped to think carefully about what they are doing and before acting. 'Thinking time' strategies employed in Years 5 and 6 aid this process. Achievement both in and out of school are recognised and acknowledged, and pupils' efforts are strongly valued. This was seen in spontaneous applause in lessons where pupils achieved something notable. They develop a sense of curiosity about the world around them, and have a sense of awe in their discoveries in science.

17. Pupils are encouraged to understand the consequences of their actions and their effects on others. The school is unequivocal in what it expects of its pupils and practice is consistent across the school. All staff demonstrate very high expectations for pupils' behaviour and conduct in lessons and at other times so that pupils are very clear about what is right and wrong. Parents confirm that standards are consistent between home and school. Sensible rules are displayed in classrooms and are frequently mentioned. There are good systems for rewarding pupils when they do well and for challenging them when they do not. Older pupils recognise that the school is a fair place where truth is important.

18. All pupils are shown to be of equal value, and relationships are based upon a very high level of mutual respect. This underpins the very good relationships between pupils and between pupils and teachers. Pupils are kind and caring to each other, which is what they have learnt from parents and teachers. Assembly and 'circle' times point the way to resolving relationship and friendship issues, and key messages are reinforced throughout the

day. Good collaborative opportunities are provided for pupils to work together in lessons and beyond the school day. In target setting lessons, teachers' very good knowledge of pupils is used to good effect to encourage pupils to work together in reviewing and setting targets. As a result, pupils show particular maturity in assessing how well they have achieved their current targets and discussing possible future targets. After school clubs, such as country dancing, illustrate how well pupils work together. In the School Council, elected representatives from each class are able to discuss issues that are important to pupils and try to resolve them through mature discussion.

19. Pupils are also helped to understand about their local heritage. Traditional crafts feature prominently. In the school grounds, for example, work with a local artist on willow weaving has produced effective three-dimensional figures. The school's cultural activities also embrace the wider community. Pupils visit local places of interest for studies of different historical periods, and local places of worship to study different approaches to the Christian faith, such as the Quaker faith and Church of England. They also receive visits from local clergy. There are learning links with the local police representatives and school nurse. Older pupils are taken to local schools for 'Master Classes', for example in design and technology. Further away from home, older pupils have a residential visit to France to find out about a different culture. An Indian dance group has visited the school to compare different types of dance, and major religions are studied. Pupils are given many opportunities to learn about other western cultures. However, there is not such a strong promotion of non-western cultures to prepare the pupils to live in a multi-cultural society.

**The very good partnership between home and school strongly contributes to the progress which children make.**

20. Parents have strong links with the school and think very highly of it, as seen in their positive responses to the inspection questionnaire and their comments at the parents' meeting. Inspection evidence supports these positive views. Some more critical views were expressed, about the range of activities provided outside lessons and homework. However, these views were not supported by inspection evidence.

21. Teachers' knowledge of individual pupils and their families is very good and is assisted by the school's small size. This, together with the very good and supportive relationship with parents, creates a real family atmosphere in which pupils are able to flourish, both academically and socially. Information provided for parents is good overall, both prior to joining and during their children's time in school. Useful 'welcome' meetings are held in each class so that pupils are helped to settle smoothly into school routines. Procedures are well explained to parents. This helps them to play a full and helpful role in the support and welfare of their children because they are made aware of the school's expectations in each key area of its work. Parents are kept informed about different school activities, though written information on significant aspects of the curriculum is thin. Parents would welcome more information of this type, for example about the topics their children will cover in each year. Nevertheless, books are sent home at the end of each term, which gives parents a good idea of what their children have been studying. Parents also have regular opportunities to talk about their children's progress with staff on a formal and informal basis. All staff are very accessible and visible in the playground at the beginning and end of day. Written reports have been developed as a result of feedback from some parents, and the school now intends to include more detailed information about children's achievements.



22. Parents are keen to be involved in their children's learning at home and in school. This contributes significantly to the good progress that children make in their learning. Pupils' record books are a useful means of passing information between home and school. Parents' level of commitment is demonstrated through their willingness to offer direct assistance in lessons on a regular and voluntary basis and through their strong representation on the governing body. All parents are welcomed into classrooms where their help is valued by teaching staff. This sharing relationship helps pupils not only in their academic development but also makes them feel very secure and confident about approaching any member of staff with any concerns they have. While there is no formal parents' association, parents strongly support social and fund raising events. The most recent summer fayre, for example, raised a significant amount of funds for such a small school. Communications between the school and home are very good and based strongly on principles of an open door policy. Parents receive a warm welcome and, as a result, feel comfortable about approaching the school if they have any queries or concerns.

## **WHAT COULD BE IMPROVED**

### **Provision and planning for information and communication technology (ICT), to help to raise standards to the same level as other subjects.**

23. Standards in ICT are broadly average. Provision has been improved since the last inspection to ensure coverage of each aspect of the ICT curriculum to meet the requirements of the National Curriculum. However, discussion with pupils, scrutiny of their work and teachers' plans show that skills are not developed to the same high standard as in other subjects. ICT is not used well enough in lessons to support learning in other subjects at a meaningful and challenging level.

24. By Year 2, pupils are able to use the mouse and keyboard competently to load, save and print their work. They use ICT during reading sessions to listen carefully to stories, which pupils enjoy as an alternative reading medium. They produce simple images, such as faces. They are able to combine text and images and use simple edit features to publish pieces, for example a 'wanted' poster for an imaginary creature called a "Gruffalo". Pupils are able to use a floor robot competently to follow a planned route. They also know how information is stored on a computer, but they have had only limited experience of searching for information for themselves and entering data to produce their own graphs.

25. By Year 6, pupils have a sound knowledge of how ICT can be used in life and work. They know how to log on to their computer, and open and close down software packages. They have some experience of word processing, and can use the main edit features. There is also some evidence of word-processed work combined with graphics to present written pieces and reports, although the level of skill demonstrated in this area is not high. Pupils know how to create a multi-media presentation and what they would put on a website, but show little first hand application of this knowledge. Pupils in Years 3 and 4 know how to use email as a form of communication. By Year 6, pupils have explored how computers are used for research, but show only limited evidence of actual research they have carried out themselves. They have created simple spreadsheets, for example to compare long jump results compared with height of individuals, but have yet to design their own data files or use more complex databases. They have a sound understanding of control work, for example when considering pelican crossings. They have created their own sequences of instructions using repeat procedures. In science they have also learnt how sensors can monitor and record temperature in their experiments on melting.

26. Opportunities are missed to plan and organise effectively for the subject and to use ICT to support learning on a regular basis. Pupils were observed working appropriately with ICT in only a small minority of lessons, mainly in Years 3 and 4 to support learning in mathematics and literacy. Consequently, pupils do not develop their skills from year to year to a high enough level through regular access to the computer. They do not have the practice they need to achieve better standards. Many have skills that are developed through use of computers at home, but the school does not build as effectively as it could on these experiences.

27. The school has a clear plan of action to improve the quality of the ICT curriculum and teaching throughout the school. This is included as a priority in the school improvement plan. An early priority is to complete national training so that teachers' skills are used to best effect in raising standards in the subject.

**More rigour in monitoring and evaluating the work of the school, involving staff and governors, to make a stronger contribution to the school improvement process and the long term direction of the school.**

28. The headteacher leads the school effectively so that a very positive ethos has been established in which good teamwork thrives, and this has helped to secure improvement since the last inspection. The school has begun to look more carefully at pupil performance information from statutory and other assessments to identify strengths and areas for improvement in each core subject. Some effective action has been taken to improve problem solving and enquiry skills in science and mathematics, with some very high attainment seen among current pupils in these areas. The school also compares its performance in broad terms against other schools in the area and against those of a similar nature. Although the school gathers a range of data about individual pupil performance in addition to national assessments, it does not make enough use of the information to set more challenging targets or to assess progress sufficiently from the time pupils enter the school. For example, targets for the proportion of pupils capable of achieving above the expected level in each core subject was set very low last year and well exceeded at the end of each key stage. This year's targets are also comparatively very modest. Pupils are assessed as they enter school, but no targets are set for the number expected to achieve the early learning goals or beyond at the end of the Reception year, based on their attainment on entry. Not enough note is taken of any significant variation in standards between year groups on entry. In light of the changing nature of the school intake, the school has recognised the need to track more closely the progress of different year groups as well as individual pupils. This is to ensure that they are doing as well as they should do towards the targets set.

29. The school has gained an Investors in People award which reflects its positive approach to professional development and underpins performance management arrangements in the school. The headteacher and some other staff have carried out a number of classroom observations in relation to the broader aspects of monitoring teaching and learning. Discussion of outcomes has led to improvement in some aspects of teaching, for example in making objectives clearer in planning. However, evaluation of practice is not rigorous enough in identifying what works well in teaching, the subsequent impact on pupils' learning, and which aspects would benefit from further improvement. For example, some discussions at the start of sessions for younger pupils are too long, ICT is not always used to best effect, and adult helpers' time is not always used effectively. Closer monitoring and support would help to raise awareness of such issues and contribute to the improvement in practice. All teaching staff have significant and multiple responsibilities. Their roles have been strengthened in terms of their leading developments, for example in the assessment of pupils' learning. However, they need further guidance and clearer criteria to assess how

effectively developments have been implemented in terms of teaching and learning. In addition, their involvement and contributions to the wider aspects of school development planning and the longer-term educational direction of the school could be strengthened.

30. Governors are very supportive of the school and have a good range of skills and experience between them. They have recently developed a committee structure for carrying out their duties more effectively. This is helping to sharpen their understanding of different aspects of the school's work. However, much of the information is still provided for them by the school, and they have only recently developed ways in which to gather information for themselves through direct involvement. Although a number of parents who form part of the governing body have a good understanding of the way the school works from their own children's perspectives, this does not always provide them with a broad enough picture to form more independent views. The implementation of the newly developed timetable for governors promises to help them in the process of monitoring and give them a stronger role in shaping the direction of the school.

**Ensure statutory requirements are met for swimming in the juniors and for conducting regular risk assessments of the site.**

31. The current physical education curriculum provides a good range of experiences for pupils during their time in school, and extends the curriculum provided for pupils after school. Gymnastics, games and dance are taught in the infants and in the juniors. Traditional dance is also taught as an additional activity after school and performed at community functions, most recently at the summer fayre. Team games, such as netball and football, are also provided as after-school activities, and pupils compete against other schools locally. Specialist coaches provide additional instruction in school or at a local sports hall. In the juniors, pupils are introduced to athletic and outdoor and adventurous activities, such as canoeing at Southwater Park. However, in spite of significant efforts, the school has been unable to secure facilities that will enable junior-aged pupils to fulfil the requirements of the swimming aspect of the physical education curriculum. The school is currently on a waiting list for when the nearest town's pool reopens after refurbishment.

32. The school ensures that pupils have as safe an environment as possible in which to work. Policies and procedures have been developed to underpin the school's work, and are well explained to parents. Child protection arrangements are good and pupils' welfare is promoted well. Pupils are supervised carefully both on and off the school site. The building and site are regularly and rigorously checked for defects, but no risk assessments have been conducted. This means that some issues have not necessarily been fully considered and recorded for later discussion. For example, the school's youngest pupils have no secure designated outdoor area, the small wall by the car park is a potential hazard, and a number of objects around the edges of the small hall are potential risks during physical education lessons.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to maintain the very high standards and improve on those that are not so high, the governing body, headteacher and staff need to:

- Raise standards in information and communication technology (ICT) by:
  - \* better planning for ICT to teach specific skills at a more advanced level as well as to support learning in other subjects;
  - \* ensuring pupils have regular access to computers to practise and apply their skills at a more challenging level;
  
- Apply more rigour to monitoring and evaluating the work of the school by:
  - \* being more specific about key strengths and areas for development in the school's work;
  - \* ensuring the school improvement process has a long-term view of whole school needs;
  - \* involving staff and governors more in the process;
  - \* using pupil performance information to set more suitably challenging targets for pupils;
  
- Ensure statutory requirements are met by:
  - \* ensuring that swimming is taught as part of the physical education curriculum;
  - \* including risk assessment as part of the current site surveys.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	6	12	1	0	0	0
<b>Percentage</b>	0	32	63	5	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 approximately five percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	90
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	7

#### 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	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	9	6	15

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	N/a	N/a	N/a
	<b>Girls</b>	N/a	N/a	N/a
	<b>Total</b>	15	15	15
Percentage of pupils at NC Level 2 or above	<b>School</b>	100(100)	100(100)	100(100)
	<b>National</b>	84(83)	86(84)	91(90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	N/a	N/a	N/a
	<b>Girls</b>	N/a	N/a	N/a
	<b>Total</b>	15	15	15
Percentage of pupils at NC Level 2 or above	<b>School</b>	100(100)	100(92)	100(100)
	<b>National</b>	85(84)	89(88)	89(88)

Percentages in brackets refer to the year before the latest reporting year. As the number of boys in the year group as well as the number of girls is less than ten, only the total figure of boys and girls is required.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	7	9	16

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	N/A	N/A	N/A
	<b>Girls</b>	N/A	N/A	N/A
	<b>Total</b>	15	14	15
Percentage of pupils at NC Level 4 or above	<b>School</b>	94(93)	88(80)	94(93)
	<b>National</b>	75(75)	71(72)	87(85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	N/A	N/A	N/A
	<b>Girls</b>	N/A	N/A	N/A
	<b>Total</b>	15	14	15
Percentage of pupils at NC Level 4 or above	<b>School</b>	94(93)	88(80)	94(93)
	<b>National</b>	72(70)	74(72)	82(79)

Percentages in brackets refer to the year before the latest reporting year. . As the number of boys in the year group as well as the number of girls is less than ten, only the total figure of boys and girls is required.

**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	87
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)	5.06
Number of pupils per qualified teacher	18
Average class size	23

**Education support staff:**

**YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	84

**Qualified teachers and support staff:**

**Nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001-2002
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	£
Total income	258 177.00
Total expenditure	258 398.00
Expenditure per pupil	3019.00
Balance brought forward from previous year	8516.00
Balance carried forward to next year	8295.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

90
63

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	70	27	3	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	76	19	0	0	5
My child gets the right amount of work to do at home.	44	44	10	2	0
The teaching is good.	77	19	2	0	2
I am kept well informed about how my child is getting on.	54	40	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	78	16	3	3	0
The school expects my child to work hard and achieve his or her best.	78	20	2	0	0
The school works closely with parents.	65	28	5	2	0
The school is well led and managed.	76	20	2	0	2
The school is helping my child become mature and responsible.	63	35	0	0	2
The school provides an interesting range of activities outside lessons.	30	45	15	10	0