

INSPECTION REPORT

SILKSTONE PRIMARY SCHOOL

Silkstone, Barnsley

LEA area: Barnsley

Unique reference number: 106602

Headteacher: Mr V Fleming

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 28th - 30th November 2000

Inspection number: 224586

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Silkstone Barnsley
Postcode:	S75 4LR
Telephone number:	01226 790333
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Malcolm Moore
Date of previous inspection:	July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Silkstone Primary School is situated in the village of Silkstone, which is close to the town of Barnsley in South Yorkshire. The school caters for pupils between the ages of four and eleven, and there are currently one hundred and forty eight pupils on roll. All pupils are of white ethnicity, and no pupils come from homes where English is an additional language. Only three per cent of pupils are known to be eligible for free school meals, and this figure is well below the national average. Twenty pupils are on the school's special educational needs, representing thirteen per cent of the school population. This figure is below average. The pupils' attainment on entry is above average on the basis of the results of tests carried out soon after they join school in the Reception class.

HOW GOOD THE SCHOOL IS

The school is extremely effective and has many areas of strength and no significant weaknesses in any aspect of its work. Standards are very high in English, mathematics and science at the end of KS2, and high at the end of Key Stage 1. Pupils of all ages and abilities make good progress as they move through the school. Teaching is very good overall, and contributes significantly to the high standards pupils attain, and the quality of their learning. Pupils have very positive attitudes to school and to work, and always give of their best. They enjoy learning. The school is very well led and managed, and the headteacher provides excellent leadership. The staff, headteacher and Governing Body share the same vision for the school's future development and are committed to providing the best possible education for all pupils. The school gives very good value for money.

What the school does well

- Standards in English, mathematics and science are very high at the end of Key Stage 2, and high at the end of Key Stage 1.
- Teaching is very good and is a strength of the school.
- The school is very well led and managed.
- The school makes very good use of assessment information to monitor pupils' progress and to set accurate targets for individuals.
- The quality of pupils' learning is very good and contributes significantly to the high standards they achieve in many aspects of their work.
- The school has very strong links with parents and the local community which have a positive impact on pupils' learning.

What could be improved

- There are no significant weaknesses in any aspect of the school's work and therefore no areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had no issues to address from its last inspection, but has nevertheless continued to move forward at a very good rate. The very high standards in English, mathematics and science at the end of Key Stage 2 have been maintained, and standards at the end of Key Stage 1 have improved quite dramatically. The school has improved the provision for information and communication technology and now has a small computer suite in addition to classroom based

computers. The library has been improved and extended, and is extremely well used by pupils throughout the school. A new classroom has been built for the Reception pupils, and the school aims to build another new classroom in the near future to replace the existing mobile classroom which is currently used by Year 4/Year 5 pupils. The school has worked particularly hard to develop computerised assessment systems, and now has excellent procedures for tracking the progress of individual pupils in English and mathematics, which are soon to be extended to cover all subjects. Teachers' planning has also been stored on computer, making it easy for co-ordinators to monitor what is being taught. The commitment and energy of the staff, headteacher and Governing Body, together with effective self-evaluation procedures, ensure that the school is very well placed for future development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A*	A	A
Mathematics	A*	A*	A*	A*
Science	A	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that standards are well above average at the end of Key Stage 2, on the basis of the end of key stage National Curriculum tests for 2000, and have been maintained at this high level for the past three years. In mathematics and science, the pupils' performance places the school in the top 5% of schools nationally, and represents outstanding achievement. In comparison with similar schools, standards are well above average in English and very high in mathematics and science. Standards are enhanced by very good teaching and the pupils' own very positive attitudes to learning.

On the basis of the end of Key Stage 1 National Curriculum tests for 2000 in reading, writing and mathematics, pupils' attainment is well above average in all three areas. In comparison with similar schools, pupils' performance is well above average in reading and mathematics and above average in writing.

The inspection findings indicate that standards are well above average in English, mathematics and science at the end of both key stages. Pupils make good progress as they move through the school, and do their very best. There is no under-achievement in the school, as all pupils are fully stretched, and enabled to reach their full potential.

The pupils' attainment when they join the Reception class is above average, and by the end of the Foundation Stage, when they become Year 1 pupils, most attain beyond the early learning goals in each of the key areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school. They work very hard and take a great deal of pride in the presentation of their work. They are enthusiastic, keen and very hard-working.
Behaviour, in and out of classrooms	Excellent. Pupils show respect for their classmates and are polite, considerate and kind to one another. The excellent standard of behaviour contributes significantly to the very good quality of life in the school.
Personal development and relationships	Excellent. Pupils show very high levels of initiative, and older pupils especially have a very good capacity for personal study. Relationships amongst pupils and between pupils and their teachers are excellent.
Attendance	Good. Above the national average.

TEACHING AND LEARNING

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

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

During the inspection, the quality of teaching was outstanding. It was excellent in 28% of the lessons seen, very good in 56% of lessons, good in 5% of lessons and satisfactory in 11% of lessons. Throughout the school, teachers are very effective in the way in which they teach basic skills of literacy and numeracy, and some of the very best teaching occurred in English and mathematics lessons. Good use is made of information and communication technology in most classes to support pupils' learning, especially in the upper part of Key Stage 2. Teachers encourage pupils to become independent learners and to take charge of, and responsibility for, aspects of their learning. They encourage the pupils to work hard and have very high expectations of behaviour and academic achievement. Teachers are skilled in matching work to the individual needs of pupils, and this ensures that pupils of all ages and abilities make the progress of which they are capable. Very good use is made of ongoing assessment to track pupils' progress and attainment. Teachers are very enthusiastic in the way in which they present activities to the pupils, and this ensures that pupils are highly motivated and keen to succeed. Pupils who have special educational needs receive very good levels of support, enabling them to make very good progress towards the targets in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad curriculum for pupils of all ages. The curriculum is enhanced by regular visits to places of interest.
Provision for pupils with special educational needs	Very good. The school makes very good provision for pupils who have special educational needs, and teachers and classroom assistants provide very good levels of support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school successfully promotes all aspects of pupils' spiritual, moral, social and cultural development. There are timetabled sessions in all classes for personal, social and health education which provide good opportunities for pupils to discuss a range of relevant issues.
How well the school cares for its pupils	The school cares very well for its pupils. Very good procedures are in place for child protection, and good attention is paid to matters of health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership for the school and enjoys the full support of his deputy and staff. Co-ordinators are in place for key areas, and they effectively fulfil their roles.
How well the governors fulfil their responsibilities	The Governing Body is well informed, knowledgeable and very supportive. Financial control is very good and funds are used wisely to support educational development.
The school's evaluation of its performance	The school is very effective in the way in which it evaluates its performance. Targets in the School Management Plan are reviewed regularly, and progress towards identified priorities is good. Very good use is made of assessment procedures to monitor pupils' performance.
The strategic use of resources	Very good. The school makes the best use possible of its resources and gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents appreciate the warm welcome they receive when they visit school, and enjoy spending time with their children in class before the start of the morning session. Parents are pleased with the standard of behaviour in the school. Parents are pleased with the values and attitudes the school promotes. Parents believe that teaching is very good and is a strength of the school. Parents agree that the school is very well led and managed and that the headteacher and staff respond positively to their concerns and suggestions. Most parents agree that the school provides an interesting range of extra-curricular activities. Parents appreciate the way in which the school is prepared to tailor homework tasks to the needs of the pupils. Parents feel that they are fully involved in the education of their children. Parents are pleased that their children enjoy coming to school and see the school as a happy and friendly place. 	<ul style="list-style-type: none"> Some parents do not think that the pupils have enough physical education lessons, and believe that physical education lessons are sometimes cancelled.

There are justifiably very high levels of parental satisfaction and the inspection findings fully confirm the parents' positive views of the school. With regard to the concern of some parents about physical education lessons, the inspection findings indicate that lessons are regularly timetabled for all year groups. Outdoor games sessions are sometimes cancelled when the weather is inclement, but there is no evidence to indicate that other physical education lessons are cancelled on a regular basis, or without due cause.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very high at the end of Key Stage 2, and high at the end of Key Stage 1.

1. The school promotes very high standards and enables pupils of all abilities to achieve their full potential. By the time they leave school at the age of eleven, pupils are attaining standards that are well above the national average in English, mathematics and science. In mathematics and science, the pupils' performance places the school in the top 5% of schools nationally, and represents outstanding achievement. In comparison with similar schools, the school's results are well above average in English, and very high in mathematics and science.
2. Literacy skills are very well promoted in all classes, and from an early age pupils develop a love of reading and of books. There is a daily whole-school reading session which has a very positive impact on pupils' learning. During this session, some pupils work with their classteachers or classroom assistants, whilst others read to themselves or work alongside reading partners in other classes. It is common to see parents sitting with their children before the start of the school day, listening to them read, and the vast majority of parents regularly listen to their children reading at home. Older Key Stage 2 pupils are very committed to practising their reading skills, and read a wide variety of books in different styles and by different authors. They write excellent book reviews, which their classmates sometimes use as a basis for selecting their next book. Pupils throughout the school make very good use of books for research, and the library, which is run by pupils, is extremely well used.
3. Writing skills are well developed throughout the school, and by the end of Key Stage 2, pupils' work is beautifully presented, and very well structured and sequenced. Pupils use their writing skills very well to support their learning in other subjects, and write in a variety of styles and genres. For example, in religious education, science and history, pupils make lists, record their thoughts and observations, write factual accounts and reports, and retell stories. From an early age pupils learn to express their ideas clearly, using adjectives and adverbs to add interest to their work. Pupils of all ages make very good use of punctuation in their written work, and their spelling is mostly good. One of the strengths of writing in the upper part of Key Stage 2 is the speed at which pupils record their ideas. Pupils have regular opportunities to work within a set timescale, and this prepares them extremely well for the end of Key Stage 2 National Curriculum tests, where time is of the essence. The highest attaining pupils in Key Stage 2, have acquired the higher order skills of note-taking, drafting and editing, and they use these skills to good effect when carrying out research.
4. Pupils of all ages have very good speaking and listening skills. There are many opportunities for pupils to become involved in role play activities, and for them to speak to their classes and larger groups, in assemblies, for example. In class discussions pupils make valuable contributions using a wide and varied vocabulary which enables them to express their ideas clearly and succinctly. They listen well to one another and to their teachers, and show respect for the views of others.
5. Pupils' numeracy skills are very good throughout the school. The school has very successfully implemented the National Numeracy Strategy which is having a positive impact on standards, and which is enhancing pupils' mental agility. Most pupils have immediate recall of number facts and number bonds, and this helps them to work quickly when carrying out written calculations. Older pupils have a very secure grasp of place

value which enables them to work confidently and accurately with large numbers, and fractions and decimals. Pupils of all ages are encouraged to check the reasonableness of their answers by reversing the operation they have used, or by 'rounding' the numbers they are using to make an initial estimate. Pupils make good use of their knowledge of pattern in number for checking answers. For example, they know that if they add two even numbers together and make an odd number, they have made a mistake. The persistent way in which teachers throughout the school encourage pupils to explain how they have worked out their answers is a significant factor in the very high standards achieved in number work, and ensures that all pupils have a really secure understanding of basic mathematical concepts.

6. Very good coverage of the National Curriculum programmes of study in mathematics ensures that the highest attaining pupils achieve the standards of which they are capable. This is especially true in Key Stage 2, where many Y6 pupils are covering Level 5 work, and coping well with the challenges this presents. Pupils have a very secure grasp of other elements of the mathematics curriculum, including shape, space and measure, and teachers are very effective in the way in which they reinforce pupils' learning of measure, by using units of measurement in number work. For example, it is not unusual for pupils practising the four rules of number to be working with units of weight, length, time or money.
7. One of the strengths of pupils' work is the way in which they tackle mathematical problems. From an early age pupils are encouraged to find different ways of arriving at an answer, and consequently they approach all problems with high levels of enthusiasm and confidence. They are encouraged to explain their methods, and Key Stage 2 pupils especially, benefit from class discussions, where they listen to the ways in which their classmates have approached and solved problems. The pupils' confidence in themselves as mathematicians serves them well in test situations, as they are not fazed by questions which are expressed in different ways, or problems expressed in words rather than numbers.
8. In science, pupils of all ages demonstrate very good investigative skills. Pupils benefit from taking part in a wide range of challenging, practical activities, many of which are open-ended, enabling the highest attainers to follow their lines of enquiry beyond the expected level. Pupils make very good use of literacy skills to record and explain their work in science, and in Key Stage 2, pupils regularly use computers to support their learning. The vast majority of pupils are confident in planning and setting up investigations and experiments, and from an early age, they are encouraged to make predictions, and to use the principles of fair-testing. Pupils of all ages have a very secure scientific knowledge which they successfully use in different contexts. Pupils' recall of what they have learned is good, and in Key Stage 2, is enhanced by the very good amount of written work in their books, which provides a useful source of reference.
9. The very high standards achieved by pupils at the end of Key Stage 2, and the high standards achieved at the end of Key Stage 1, are the result of very good teaching, very good curriculum coverage, the pupils' very positive attitudes to learning, the use made by the school of assessment information, and the support of parents. The school places emphasis on all pupils achieving their very best within the context of a supportive and caring learning environment.

Teaching is very good and is a strength of the school.

10. During the inspection, the quality of teaching was outstanding. It was excellent in 28% of the lessons seen, very good in 56% of lessons, good in 5% of lessons and satisfactory in 11% of lessons.
11. Throughout the school, teachers are very effective in the way in which they promote basic skills of literacy and numeracy, and some of the very best teaching seen during the inspection occurred in English and mathematics lessons. Teachers provide many very good opportunities for pupils to use their literacy and numeracy skills in their work in other subjects, such as science when pupils write up investigations and experiments in their own words, or in design and technology when pupils use their knowledge of measure when making models. Good use is made of information and communication technology in most classes to support pupils' learning, especially in the upper part of Key Stage 2, where pupils regularly use computers for word-processing and data handling work.
12. Teachers encourage pupils to become independent learners and to take charge of, and responsibility for, aspects of their learning. From the Reception class upwards, pupils are given opportunities to make choices and decisions about their learning, and are encouraged to be original and individual in their ideas. Teachers have very high expectations of behaviour and academic achievement to which the pupils enthusiastically respond.
13. Teachers are skilled in the way in which they make pupils think for themselves, and develop skills of reasoning. There are many excellent opportunities for pupils to pursue their own lines of enquiry. This is particularly evident in practical science activities in Key Stage 1 and Key Stage 2 where teachers present the task, and then give pupils plenty of freedom in terms of the way in which they plan, set up and record the outcomes of their investigative work, and in structured play activities in the Reception class.
14. Teachers very effectively match work to the individual needs of pupils, and this ensures that pupils of all ages and abilities make the progress of which they are capable. Pupils who have special educational needs receive very good levels of support, enabling them to make very good progress towards the targets in their individual education plans. Open-ended tasks in many lessons provide excellent opportunities for pupils to work at their own level. This is evident not just in subjects such as English, mathematics and science, but in subjects such as dance, where pupils interpret the music in their own way, or in design and technology, where pupils use a similar range of skills to produce very different models.
15. Teachers are very enthusiastic in the way in which they present activities to the pupils, and this ensures that pupils are highly motivated and keen to succeed. During many lessons seen during the inspection, teachers enthused pupils by their own love of the subject. For example, in an art and design lesson in Key Stage 1, the teacher completed her own drawing alongside the pupils, communicating her excitement as her drawing developed along the expected lines, and sharing her work in the end of session discussion.
16. The involvement of pupils in lessons is a major strength of teaching and a significant factor in the high quality of pupils' learning. Pupils of all ages are expected to contribute to lessons through class discussions, by sharing their work with their classmates, and by taking an active and independent role in practical activities. Teachers involve pupils effectively through the very good use of questions which extend the pupils' thinking and keep them focused on the ongoing activity. In practical activities, pupils are encouraged to

demonstrate their work to their classmates, and where the very best teaching occurs, pupils are encouraged to critically evaluate their own work and that of others.

17. Teachers make very effective use of a wide range of organisational strategies and successfully combine whole-class, small-group and individual teaching. Whole class sessions are used well to give explanations, share ideas, and draw threads together at the end of a lesson. Pupils are encouraged to work collaboratively in small groups, and this gives them valuable opportunities to develop a range of important social skills. Pupils learn to share resources, and to listen to and value the ideas of others. Leaders of groups learn how to keep the group focused on the set task, especially when working within a tight timescale. When pupils are working in small groups, teachers intervene only when necessary, encouraging the pupils to make the necessary choices and decisions about their work.
18. Teachers' planning is very thorough, and is now computerised, enabling teachers to make ongoing amendments in the light of their experience. Very good attention is paid to ensuring that pupils in mixed age classes receive different experiences from year to year, and this is achieved through a cyclical approach to topics. Teachers have a secure and broad subject knowledge, and this helps them to present activities with enthusiasm and confidence.

The school is very well led and managed.

19. The leadership and management of the headteacher are excellent. He has an enthusiasm for education which is shared by the staff and the Governing Body, and an ongoing commitment and determination to provide the best possible education for the pupils in his care. He successfully combines his managerial role with a regular teaching commitment. This enables him to maintain close contact with the pupils, and provides opportunities for informally monitoring pupils' learning. The headteacher enjoys the loyal support of the staff, especially the deputy, who is involved in all management decisions, and the school secretary, who ably manages much of the day to day routine financial and administrative work.
20. The Governing Body plays an important role in the management of the school, and is supportive, knowledgeable and well informed. Finances are carefully and prudently managed to ensure that staffing and resourcing levels are maintained despite the occasional fluctuation in the number of pupils on roll. A good committee structure is in place, enabling ideas and new initiatives to be considered in detail before being presented to the rest of the Governing Body, and committees meet frequently and regularly throughout the year. The Governing Body's 'succession management strategy' is an excellent way of ensuring that key posts within the Governing Body are always filled. Nominated successors, for all key posts within the Governing Body, work closely with their 'leaders', and this ensures that they are well briefed and prepared for the posts they will ultimately hold.
21. The school provides a very good quality of education for all pupils which is maintained through good monitoring procedures which highlight the relative strengths and weaknesses in the school's provision. Good use is made of the results of end of key stage National Curriculum assessments to evaluate the school's effectiveness, and to set targets for school development. The headteacher, staff and Governing Body accurately and sensibly anticipate new educational developments, enabling them to manage change in a calm and well paced manner. The priorities for future development are clearly stated in the School Management Plan, which is of very good quality, and which provides a clear focus for continued development within the school.

22. The ethos in the school is excellent. Pupils of all ages and levels of attainment are very highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and contribute significantly to the quality of life in the school. Although the headteacher, staff and Governing Body are very keen to maintain the current very high standards in English, mathematics and science at the end of Key Stage 2, they recognise the needs of individual pupils, and are committed to ensuring that pupils enjoy their learning, and that they are happy in school. The atmosphere in the school is warm, welcoming and friendly, and there are justifiably very high levels of parental satisfaction. The school is giving very good value for money.

The school makes very good use of detailed assessments to monitor pupils' progress and to set accurate individual targets.

23. Since the last inspection, the school has taken great strides forward in developing its assessment procedures, and now has comprehensive systems in place for assessing the progress and attainment of Key Stage 1 and Key Stage 2 pupils in English and mathematics. The school intends to develop similar assessment procedures across all other subjects in the very near future.
24. The record keeping systems for English and mathematics are excellent, and because they are computerised, they are very easy for teachers to access and use, and enable the assessment co-ordinator to present information in different ways for different audiences.
25. A range of standardised tests is used extremely well to provide information about pupils' individual progress. The results are carefully recorded and analysed, enabling teachers to check that pupils are on course to achieve the expected levels at the end of each key stage, and to ensure that temporary difficulties in pupils' learning are identified so that they can be addressed. Tracking charts for each year group are updated annually, and show clearly the long-term progress of individual pupils and groups of pupils.
26. The assessment information that the school is collecting is used effectively to set targets for pupils' continued development, and these targets are often shared with older Key Stage 2 pupils so they know how much work is still to be done. Additionally, staff use the assessment data to set whole-school targets, and to identify common strengths and weaknesses within and between key stages.
27. The school's assessment procedures and systems are having a very positive impact on the quality of teaching and learning, and on pupils' progress and attainment, and reflect the hard work and commitment of the assessment co-ordinator, the staff and the headteacher.

The quality of pupils' learning is very good and contributes significantly to the high standards they achieve in many aspects of their work.

28. Pupils of all ages have very positive attitudes to work and enjoy coming to school. They respond very well to their teachers' high expectations, and are enthusiastic and keen in all that they do. From an early age, pupils are encouraged to take responsibility for aspects of their own learning, and as they move through the school, they become increasingly proficient at organising their work, and making choices and decisions. By the time they leave school, the vast majority of pupils are skilled in producing detailed projects which involve them in extensive research, and which develop their note-taking, drafting and editing skills. This capacity for carrying out personal study prepares the older pupils extremely well for their transfer to secondary education. Most pupils have very good skills

of literacy and numeracy which they use effectively to support their work in other subjects. Older pupils make very good use of computers as a tool to aid their learning, especially word-processing programmes, and data-handling applications which enable them to produce information as charts and graphs.

29. Pupils throughout the school take a great deal of pride in the presentation of their written work, and this is especially noticeable in the upper part of Key Stage 2 where their work is without exception beautifully presented and organised. Pupils' handwriting is well formed in all classes, and by the end of Key Stage 2, pupils consistently use a joined script in all of their written work which enhances the presentation. Pupils are keen to improve the quality of their work, and pay good attention to their teachers' suggestions for improvement.
30. Pupils show a very mature attitude to work, and are very hard-working and conscientious. They are extremely well motivated and enthusiastic, and there are occasions when they can hardly wait to start work because they are so excited by the proposed activities. Pupils of all ages are very co-operative when working in pairs and small groups, and generously share ideas and resources. During the inspection there were many examples of pupils learning from one another, through demonstrating their movements in physical education lessons, for example, or sharing strategies for solving mathematical problems.
31. Pupils show high levels of concentration and perseverance and produce very good amounts of work in the allocated time. This is particularly so in the Year 5/Year 6 class where the teacher encourages the pupils to work within set timescales to help them to develop examination techniques. There is often a spirit of friendly competition amongst pupils, and this has a positive impact on their learning, and adds a further dimension of excitement to some activities.
32. In all classes, pupils are encouraged to develop their imaginations, and originality and creativity are recognised and celebrated by pupils and teachers alike. For example, in a literacy lesson seen during the inspection, Year 4 and Year 5 pupils were seated as if in a Viking longboat, and this stimulated their imaginations, and made it easier for them to recreate the mood of the time and to produce high quality evocative writing. Pupils often produce quite different work from the same initial stimulus, such as the timber framed buildings Year 5 and Year 6 pupils have produced in design and technology, which range from twentieth century bungalows with conservatories, to wigwams and Viking huts.
33. The pupils' excellent behaviour, and their very positive attitudes to work, have a significant impact on their learning, the standards they achieve, and the quality of life in the school.

The school has very strong links with parents and the local community which have a positive impact on pupils' learning.

34. There are justifiably very high levels of parental satisfaction which arise from the excellent levels of communication between home and school. Parents are very much treated as partners in the education of their children and provide very good levels of support which enhance the pupils' learning and support the teachers' efforts. Parents are welcome to visit the school at any time, and it is not unusual to find parents working alongside their children before the start of the morning session. This high level of informal contact between teachers and parents ensures that minor problems are quickly highlighted and dealt with, and fosters excellent relationships. The vast majority of parents are keen to help their children with homework tasks, and their regular support with reading contributes significantly to the high standards achieved in this aspect of the pupils' work. The headteacher is well known to parents, and over the years, he builds up excellent

relationships with families, which are based on mutual respect and trust, and which enable the school to do the best for individual children and to meet their specific needs. The Parents' Association is very active and raises large sums of money to help purchase resources and to subsidise school activities, so that all pupils, irrespective of their home circumstances, can attend educational visits, and participate in out of school activities.

35. Links with the local community are very well established and do much to support the pupils' learning. The school makes extensive use of the village as a resource to enhance geography and history topics, and has benefited from the expertise of the Parish Council in developing the school grounds through the 'CARE' scheme. There are excellent links with the local playgroup, which ensure that the pupils starting in the Reception class are familiar with the school building and with the adults with whom they will come into contact. Parents and members of the community regularly work in school, and their contribution is invaluable in ensuring individual support for pupils. The school offers training to members of the local community, and the computer course, which was originally for parents, has been extended to include local residents. These links reinforce the notion of the school as a focal point of the local community, and are of mutual benefit.

WHAT COULD BE IMPROVED

36. There are no significant weaknesses in any aspect of the school's work, and therefore no areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. The school should continue with its own plans for further development. The School Management Plan is an extremely comprehensive document which shows clearly what the next stages are in terms of continuing to develop the many areas of good and very good practice evident throughout the school's work. The school's programme of self-evaluation is very good, and the headteacher, staff and Governing Body are fully aware of strengths and relative weaknesses in the school's provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

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
28	56	5	11	-	-	-

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	N/A	148
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	18

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	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.9

Unauthorised absence

	%
School data	1.0
National comparative data	0.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	7	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	7	7	7
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (85)	100 (89)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	7	7	7
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (81)	100 (74)	100 (78)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	10	10	10
	Total	24	23	24
Percentage of pupils at NC level 4 or above	School	100 (100)	96 (96)	100 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	10	10	10
	Total	24	23	24
Percentage of pupils at NC level 4 or above	School	100 (92)	96 (96)	100 (96)
	National	70 (68)	72 (69)	79 (75)

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

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	138
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	68

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	267397
Total expenditure	253092
Expenditure per pupil	1666
Balance brought forward from previous year	15037
Balance carried forward to next year	29342

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	39	8	0	0
My child is making good progress in school.	51	45	2	0	1
Behaviour in the school is good.	45	53	0	0	1
My child gets the right amount of work to do at home.	34	56	10	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	43	45	8	1	2
I would feel comfortable about approaching the school with questions or a problem.	62	30	6	1	0
The school expects my child to work hard and achieve his or her best.	80	19	0	0	0
The school works closely with parents.	47	41	10	0	1
The school is well led and managed.	66	31	1	0	1
The school is helping my child become mature and responsible.	60	35	1	0	4
The school provides an interesting range of activities outside lessons.	32	44	12	5	6