

INSPECTION REPORT

ORLETON C. E. PRIMARY SCHOOL

Orleton, Ludlow

LEA area: Herefordshire

Unique reference number: 116936

Headteacher: Mr M Dunkerley

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 31st October - 1st November 2000

Inspection number: 225280

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:	5 - 11
Gender of pupils:	Mixed
School address:	Orleton Nr Ludlow Shropshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Mathias
Date of previous inspection:	6 th - 8 th May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Orleton Church of England Primary School is situated in a rural village setting to the south of Ludlow. With 188 pupils on the school roll, this school is about the same size as other primary schools nationally. The school takes pupils from the village of Orleton and from other nearby village communities. Unemployment in the area is quite low but average incomes are also quite low and a small number of families experience hardships. Just under 10 per cent of pupils are eligible for free school meals; which is below the national average. Pupils' attainments on entry to the reception class are broadly average but some pupils face difficulties in their learning. There are 29 pupils on the school's register of special educational needs; this is about average for a school of this size, although numbers vary quite markedly from year to year. No pupils are from ethnic minority families and none speak English as an additional language. This is low in comparison with schools nationally.

HOW GOOD THE SCHOOL IS

Orleton Church of England Primary is a very effective school. The school achieves standards that are above and often well above the national average. Pupils have very good attitudes to their work and are achieving very well in English, mathematics and science. The teaching is good. During the inspection there were frequent examples of very good teaching and no unsatisfactory teaching. The school has a good curriculum that benefits and provides equality of opportunity to all pupils. There are very effective care arrangements and the school works in successful partnership with parents. The school has maintained the high standards reported at the previous inspection and has made further improvements, responding well to the challenges it faces. The headteacher, deputy headteacher and governors lead and manage the school very effectively and in a way that provides very good value for money.

What the school does well

- By the age of seven and eleven pupils' attainments in English and mathematics are well above average.
- Teaching is consistently good, with over a quarter of lessons observed being very good or excellent.
- The headteacher and staff use assessment information very effectively to improve teaching and learning.
- The pupils have very good social skills; relationships at all levels are excellent, pupils are mature and confident and contribute responsibly to school life.
- Pupils enjoy school; they work hard and rise to the challenge to do their best.
- The headteacher and deputy headteacher, with the support of governors, provide very strong leadership that ensures high standards in many aspects of the school's work.

What could be improved

- Throughout the school standards in information and communication technology are lower than they should be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made substantial improvements since the previous inspection. Standards attained by seven-year-olds are higher than at the time of the previous inspection and the high standards attained by 11-year-olds have been maintained. This results in part from the school's successful introduction of the National Literacy and Numeracy Strategies that has helped teachers to improve the teaching of English and mathematics. The headteacher, senior staff and governors manage the school more effectively; there is a greater emphasis on monitoring and evaluation and this also contributes to the raising of standards. There are now clear policies that bring greater consistency to teachers' marking of pupils' work and to the setting of homework. The school also has a more systematic approach to assessing pupils' attainments and staff use assessment information more effectively in planning teaching and improvements to the curriculum. The provision for design and technology is far better than it was and pupils now attain above average standards by the time that they leave the school. However, despite enormous advances in facilities, resources and planning, standards in information and communication technology remain below those in other schools.

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	D	D
Mathematics	A*	A*	B	B
Science	A*	A*	B	B

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

By the time that children are finishing the Foundation Stage¹ standards are above those normally expected of five-year-olds. After a slight downturn in the 1999 results standards in Key Stage 1 are rising again. In the most recent tests and assessments for seven-year-olds pupils' scores in reading and writing were well above the national average and well above those in similar schools. In mathematics and science pupils' results were above average. There were marked improvements in the overall percentages of pupils attaining securely or exceeding the nationally expected standard in all core subjects. The 2000 results for 11-year-olds were above both the national average and the average for similar schools in mathematics and science but below average in English. This apparent drop in standards from those of the preceding years does not accurately reflect the work of the school or the achievement of the pupils. Of the 2000 Year 6 group one third had joined the class during Key Stage 2 and five had joined during the final year. These pupils had missed much of the work that contributed to the high standards attained by others and so despite making good progress whilst at the school were unable to match the performance of their classmates. Additionally, the proportion of pupils with special educational needs in that year group (22 per cent) was unusually high. This was a key factor in the overall pattern of results but particularly in English. Many of these pupils achieved well, attaining or exceeding the nationally expected standard in mathematics and science, but because of their particular learning difficulties were unable to do so in English. Of the pupils completing the whole of Key Stage 2 at the school all who achieved above average levels at age seven went on to do so again at age 11. Additionally, almost a third of pupils who scored at the average level in Key Stage 1 achieved the above average level in Key Stage 2. This indicates that pupils throughout the school are achieving very well in relation to their age and prior attainment. The work of pupils currently in Years 2 and 6 is consistent with this picture of high standards and achievement. Almost all pupils in both key stages are on course to attain nationally expected standards in English, mathematics and science and many pupils are set to achieve above average levels

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and enjoy coming to school; most work hard and make a real effort to improve.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons is good and there is no evidence of bullying or of any other unpleasant behaviour in the playground.
Personal development and relationships	Excellent: pupils are mature and confident, treat each other with respect and this contributes to the very pleasant and harmonious atmosphere in and around school.
Attendance	Very good; attendance is well above the national average and unauthorised absence is very low in comparison with other schools.

Pupils' attitudes, values, relationships and personal development have a considerable impact on the quality of their learning and the progress that they make.

¹ The Foundation Stage applies to children from three years of age to the end of the reception year in primary school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The overall quality of teaching is good. Teaching was satisfactory or better in all of the lessons inspected. In 57 per cent of the lessons the quality of teaching was good and in 26 per cent it was very good or excellent. There was no unsatisfactory teaching during the inspection. There were examples of good and very good teaching throughout the school and two excellent lessons at the end of Key Stage 2. The teaching of the basic skills in English and mathematics is good, an improvement since the previous inspection. A consistent strength of teaching is teachers' effective planning and preparation for lessons. Teachers have high expectations of pupils' behaviour, response and capacity to cope with challenging tasks. They ensure that pupils are interested, concentrate well and become increasingly independent. This maximises the quality of their learning. Teaching effectively meets the needs of all pupils. The teaching of pupils with special educational needs is effective. These pupils make good progress and achieve well in their work in both key stages. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above average standards in English, mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the many educational visits, visitors, special events and activities outside of school time extend the basic curriculum and add to the quality of pupils' learning.
Provision for pupils with special educational needs	Good; the school's arrangements ensure that pupils who experience difficulties and those who are gifted or talented receive well planned support and so make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; provision for moral and social development are particularly effective. Pupils take on a wide range of responsibilities and in doing so contribute to the school as a community.
How well the school cares for its pupils	This is a very caring school in which pupils' well-being is a high priority.

The school receives good support from parents and many parents make a worthwhile contribution to their children's learning at home and at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher and senior staff provide very effective leadership that results in a strong sense of purpose and a good level of teamwork amongst the staff.
How well the governors fulfil their responsibilities	Very good; governors are very conscientious in overseeing all important areas of the school's work.
The school's evaluation of its performance	The school improvement plan is very effective in its evaluation of the school's performance and in identifying areas for further development.
The strategic use of resources	Very good; the governing body uses the school's budget and other grants very effectively and in the best interests of the pupils.

The high quality of leadership and management is a key factor in overall school improvement. The school provides good resources and facilities and recent additions such as the computer suite improve the quality of pupils' learning. Governors are conscientious and very effective in securing best value in these spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teachers have high expectations of their pupils. • School helps children to become mature and responsible. • Parents are comfortable in approaching staff with questions or problems. • The school is well managed and led. • Teaching is good. • Their children make good progress at school. 	<ul style="list-style-type: none"> • The work that their children are expected to do at home. • The range and quality of information parents receive about their children's progress. • The range of activities outside lessons. • How closely the school works with parents. • Whilst most parents agreed that pupils' behaviour is good, a number expressed concerns about pupils' behaviour and response in the playground.

There were 100 questionnaires (53 per cent) returned and 23 parents attended the meeting for parents. Parents' responses overwhelmingly supported the school and the quality of education provided for their children. A small number of parents expressed concerns. The inspection endorses the positive views, but other than the quality of reports finds little evidence to support their concerns. Homework is generally set in accordance with the school's stated policy. It relates well to the work pupils are doing and so contributes appropriately to their attainment. The pupils' annual progress reports contain a satisfactory evaluation of pupils' learning. They give parents information about pupils' strengths and weaknesses although the language is not in plain enough English. The range and quality of activities that take place outside of lessons are good. They cover sporting, cultural and social activities for pupils in both key stages. This is more than is found in many similar sized schools. Pupils' play is lively, boisterous and energetic. However, there was no evidence of dangerous or inconsiderate play. Supervision at playtimes and lunchtimes is good and any minor accidents are dealt with appropriately.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainments in English and mathematics are well above average

1. By the time that children are finishing the Foundation Stage standards in communication, language, literacy and mathematics are above those normally expected of five-year-olds. This provides a firm foundation for pupils work in the National Curriculum.
2. Standards in Key Stage 1 are rising. In the most recent tests and assessments for seven-year-olds pupils' scores in reading and writing were well above the national average and well above those in similar schools. In mathematics pupils' results were above the national average and the average for similar schools. There were marked improvements in the overall percentages of pupils attaining securely or exceeding the nationally expected standard in these subjects.
3. The 2000 results for 11-year-olds were above both the national average and the average for similar schools in mathematics and science but below average in English. This apparent drop in standards from those of the preceding years does not accurately reflect the work of the school or the achievement of the pupils. Of the 2000 Year 6 group one third had joined the class during Key Stage 2 and five had joined during the final year. Additionally, the proportion of pupils with special educational needs in that year group (22 per cent) was unusually high. These are key factors in the overall pattern of results but particularly in English. Many of these pupils attained or exceeded the nationally expected standard in mathematics, but because of their particular learning difficulties were unable to do so in English but nevertheless did as well as they could. Of the pupils completing the whole of Key Stage 2 at the school, all who attained above average levels at age seven went on to do so again at age 11. Additionally, almost a third of pupils who scored at the average level in Key Stage 1 attained the above average level in Key Stage 2. This indicates that pupils throughout the school are achieving very well and making good progress in relation to their age and prior attainment.
4. The work of pupils currently in Years 2 and 6 is consistent with the trend of consistently high standards and achievement that was evident until 1999. Almost all pupils in both key stages are on course to attain nationally expected standards in English and mathematics and many pupils are set to achieve above average levels.
5. The school has been very successful in its introduction of the National Literacy and Numeracy Strategies. There are many strong features in the planning, teaching and assessment of work in English and mathematics (see Teaching below). Importantly, these features are evident in classes throughout the school and this degree of consistency makes a powerful contribution to the achievement of high standards.
6. There are frequent opportunities for pupils to extend their literacy and numeracy skills throughout the curriculum. Teachers develop pupils' speaking and listening skills particularly well. Question and answer work, pupils explaining their thinking and discussions feature prominently in many lessons. Pupils talk to each other about the work that they are doing and the quality of this talk is high. For example, when pupils in Year 6 investigated the mathematical concept of probability they clarified and extended their thinking and constructively supported each other's learning. Similarly there are good opportunities for pupils to apply and develop writing skills in subjects such as science, history, geography and religious education. Teachers provide good opportunities for pupils to use their numeracy skills in real situations. Mathematical examples in a Year 5 lesson are drawn from pupils' shared experience of shopping and pupils in Year 6 take

accurate measurements of time and display this in graphic form as part of a science lesson.

7. The management of both of these subjects contributes to the achievement of high standards. Senior staff are becoming increasingly effective in evaluating the quality of teaching and learning. They use the observation of teaching and the analysis of assessment data very constructively to identify areas of strength and weakness and to plan for further improvements.

Teaching is consistently good, with over a quarter of lessons observed being very good or excellent

8. The overall quality of teaching is good. Teaching was satisfactory or better in all of the lessons inspected. In 57 per cent of the lessons the quality of teaching was good and in 26 per cent it was very good or excellent. There was no unsatisfactory teaching during the inspection. There was high quality teaching throughout the school, but more consistently in upper Key Stage 2. Ongoing initiatives relating to the content and organisation of the curriculum and also to the ways in which teachers plan and assess pupils' work are having a very beneficial effect. Whole school developments in the teaching of literacy and numeracy have led to greater consistency and a general improvement in the teaching of basic skills. There is evidence of collaboration and the sharing of expertise and of the staff working effectively together as a mutually supportive team.
9. The teaching of children in the Foundation Stage is of a consistently good standard in all areas of learning. The teacher successfully creates a calm and purposeful atmosphere. She encourages the children to participate in a good range of well-conceived activities covering all of the required areas of learning. She has a consistent approach that places appropriate emphasis on children's personal and social development and on the early skills of language and literacy. Further important features are the extent to which regular, well-focused assessments are used to inform the planning that takes place for all activities. The teacher has high expectations of the children's capacity to cope with demanding tasks, whilst also being sensitive to the developmental needs of younger and lower attaining children. Tasks are challenging and the transition to National Curriculum related work is made on the basis of 'readiness' rather than age. This is appropriate as it ensures the best progress for children of all ages and levels of attainment.
10. The overall quality of teaching in both key stages is good and in some lessons teaching is very good and at times excellent. The teachers in both key stages have sufficient knowledge to teach most subjects of the National Curriculum well. This reflects in the improving standards of attainment in core subjects of the curriculum. However, some teachers lack the expertise necessary to teach information technology effectively. Whilst some effective teaching was seen during the inspection, the overall standard of teaching of information technology is too variable and this is currently having a negative impact on pupils' attainments in this subject.
11. Teachers in the Foundation Stage and in both key stages manage their pupils very effectively. This is a consistent strength of teaching throughout the school and results in a majority of lessons being well organised. Teachers make good use of time and resources so that teaching and learning proceed at a brisk pace. This motivates pupils and sustains their interest and so has a positive impact on their attainment and progress. Teachers have appropriately high expectations related to pupils' behaviour and response. They treat all pupils equally, apply the school's discipline policies consistently and, as a result, pupils behave well in class and apply themselves conscientiously to their work. Teachers have similarly high expectations of pupils' capacity to cope with challenging work. They set tasks at an appropriately demanding level and this makes a strong contribution to pupils' attainments by the end of each key stage, but is particularly apparent in upper Key Stage 2.

Teachers form extremely constructive relationships with their pupils and this, along with the pupils' predominantly positive attitudes and response, helps to create a very positive atmosphere in which effective learning takes place.

12. Teachers' planning is particularly thorough. Teachers know exactly what they expect their pupils to learn and how this is to be achieved. There is good provision for pupils of different ability within the group. For example, in a Numeracy Hour in lower Key Stage 1 the teacher had carefully planned questions to challenge and extend pupils in the different ability groups. This allowed the mental agility session to proceed at a good pace. It also enabled all pupils of all abilities to participate, succeed and make progress. There is planning of this quality throughout the school. Teachers are carrying out frequent, ongoing assessments. This was seen to very good effect in a science lesson in upper Key Stage 2 where the teacher observed and made careful notes as pupils carried out their investigation. These assessments are usually recorded and used as the basis for matching work to the different attainments of pupils in the class. This enables all pupils to make good progress.
13. Teaching effectively meets the needs of all pupils. The school makes good arrangements for the teaching of pupils with special educational needs. The support that they receive from class teachers, the special educational needs co-ordinator and the support assistants ensures their good progress in most aspects of their work. Individual education plans are prepared carefully after appropriate consultation between teachers, parents and local education authority support staff. Teachers collaborate well with the special educational needs co-ordinator to match targets in individual education plans to the needs of each pupil. They usually reflect these targets in planning for lessons, especially in literacy and numeracy, and this promotes steady improvement. The co-ordinator monitors the progress of pupils with special educational needs effectively. This information is used well as a basis for future planning and for the review meetings that are held in accordance with the special educational needs Code of Practice².

The headteacher and staff use assessment information very effectively to improve teaching and learning

14. The linking of assessment and planning has made an important contribution to the raising of standards of attainment. The school uses a comprehensive range of tests and assessments to establish and track pupils' attainments as they move through the school. Teachers use assessment information very effectively to identify what pupils need to learn next and to plan work that is well matched to their learning needs.
15. The effective use of assessment in the reception class keeps teaching firmly focused on the developing needs of the children and promotes good progress for children of all abilities. Staff in the reception class carry out a detailed assessment as soon as children begin school. This establishes each child's attainment on entry and acts as a benchmark against which to evaluate progress. From the earliest days there are clear targets for every child. This forms the basis of planning for individuals and groups and ensures that the teacher and support staff know exactly what each child needs to learn next across the required areas of learning. Staff update targets regularly so as to keep them relevant.
16. Staff in Key Stages 1 and 2 use statutory and optional National Curriculum tests, supplemented annually by additional reading, writing and reasoning tests to gather detailed information about the performance pupils throughout the school in core areas of the curriculum. As in the reception class the results of these tests are used to track pupils' progress as they move through the school and to set targets for individuals and for

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act

class groups. Additionally, the headteacher and senior staff undertake a very thorough analysis of this data in order to identify strengths and weaknesses in pupils' learning. In recent years the school has identified weaknesses in the teaching of some aspects of reading, writing and the use of mathematics. These insights have formed the basis of carefully planned staff development and of changes of emphasis within the curriculum and, as a result, pupils' performance in these areas has improved.

17. In addition to annual assessments, teachers use termly, half-termly or end-of-topic assessments to track pupils' attainment as each school year progresses. This tier of assessments applies mainly to English, mathematics and science, but is beginning to spread to other subjects as its benefits are felt. Teachers use these assessments very effectively to plan work that is pitched at the right level to challenge and move pupils on when topics are revisited. This significantly improves the quality of pupils' learning and ensures that they gain knowledge, understanding and skills at a very good rate.
18. Teachers also use daily assessments very effectively. Insights into pupils' attainments may result from the marking of work, the observation of pupils at work or the skilful questioning of pupils during the lesson. Teachers use all of these techniques well and where significant note their findings in lesson evaluations. They use this information to further 'fine-tune' their planning so that teaching better meets the needs of individuals or groups of pupils as each unit of work progresses and so raises the attainment of pupils of differing abilities.

The pupils have very good social skills and relationships at all levels are excellent; pupils are mature and confident and contribute responsibly to school life

19. The school is very successful in achieving its aims for the personal development of the pupils.
20. The pupils' behaviour is good. This has a positive effect on the quality of life in school, standards of achievement and the quality of pupils' learning. Pupils enjoy each other's company and show high levels of mutual understanding and respect. In day-to-day interaction with each other and with adults pupils are courteous, thoughtful and polite.
21. The quality of relationships is excellent. Pupils work and play very well together both in large and small groups. Relationships between staff and pupils are friendly and very constructive. Pupils listen well to their teachers and other adults and respond in a positive and confident manner. Teachers respect the individuality and achievements of pupils. As a result, pupils respond very well to positive feedback and discussion activities such as 'circle time'³ and assemblies that are designed to enhance personal and social development.
22. The pupils' personal development is very good. They develop a strong a sense of self-esteem and self-worth, as well as an understanding and respect for other people's feelings. They demonstrate good self-discipline and show respect for other people's property. They gain confidence and social skills from participating in a range of educational visits and extra-curricular activities. They share resources without any fuss. When required pupils take on responsibility for resources in class, the daily assemblies, helping in the dining hall, in the playground and around the school. Members of the School Council and monitors willingly take on a number of responsibilities and carry them out efficiently. Older pupils enjoy taking care of younger ones during breaks. Pupils also contribute well to the life of the community through fund raising, contributing to charities and effective links with the community.

³ eCircle time: a time when pupils come together to share experiences and feelings that contribute towards their personal and social development

Pupils enjoy school; they work hard and rise to the challenge to do their best

23. Pupils have very positive attitudes to school and to their work. The vast majority very much enjoys coming to school and this is reflected in attendance rates that are well above the national average and the extremely low incidence of unauthorised absence.
24. Pupils respond very well to what the school offers to them because teachers work hard to ensure that pupils' learning is challenging, stimulating and enjoyable. Tasks are pitched at a level that makes intellectual demands on all pupils and are very well planned to make pupils think and to move them forward in their learning. There is a good emphasis on practical and investigative methods of learning. For example, in a Year 6 science lesson pupils make repeated observations and measurements, look for trends in the data and begin to draw conclusions based on scientific understanding. Pupils really enjoy finding things out for themselves and in doing so come to a deeper understanding of underlying ideas and principles.
25. Pupils' positive response results in part from the excellent relationships described above and from the high expectations of the staff; as a result, pupils are made to feel secure and this gives them the confidence to take on demanding activities and to rise to the challenge to do their best. A pattern of careful thought and hard work is developed from entry to the school and maintained throughout. Most pupils show an enthusiasm for learning and high self-esteem. Pupils are keen to share their ideas with teachers, other adults and each other. They think for themselves, work diligently and persevere to solve problems.
26. Pupils' learning is also 'brought to life' by the very good range of educational visits, visitors and special events. Opportunities to experience working with actors, an author or an artist, regular visits from musical ensembles and educational visits in support of particular topics bring an additional richness and quality to the school's curriculum, inspire pupils and help create a very effective climate for learning.

The headteacher, with the support of governors, provides very strong leadership that ensures high standards in many aspects of the school's work

27. The headteacher knows the strengths and weaknesses of the school and has a clear view of the way ahead. He works in effective partnership with the deputy headteacher and together they set high professional standards for the staff. Roles and responsibilities have been redefined since the last inspection and the headteacher ensures that these are properly fulfilled by placing greater emphasis on monitoring standards and quality. The processes of monitoring and evaluating the school's work are very rigorous. They involve the governing body and all staff and form a very good basis for performance management, staff development and school improvement planning. This is an area of significant improvement since the previous inspection.
28. Members of the governing body are very conscientious in overseeing the work of the school. They bring a wide range of community, business, commercial and professional expertise to the governing body and use their experience very effectively to support the school. For example, their discussion of options relating to the building if the school's new computer suite was searching and protracted. They ensured that competing priorities were considered, that decisions were well founded and that this significant investment of funds was in the best interests of the pupils and the community.
29. The school has very clear educational aims, values and principles that lie at the heart of all of its work and give rise to a very positive atmosphere and an effective climate for learning. Pupils feel secure and gain significantly in confidence. The school effectively ensures equal opportunities and support for pupils with special educational needs and

also for those who are able, gifted or talented. The school's ethos reflects its commitment to high achievement and to an effective learning environment where relationships are very good.

30. Financial systems work well. They are unobtrusive and provide the headteacher and governors with accurate and up-to-date management information. The governors' finance committee is rigorous in its monitoring of the school's budget. As a result, specific grants are spent for their designated purpose and the school operates within its budget. Budget setting takes full account of the long-term plans of the school and different priorities are carefully matched against the funds available. As a result, the school is very successful in meeting its targets in the school improvement plan. The school provides very good value for money.

WHAT COULD BE IMPROVED

Throughout the school, standards in information and communication technology are lower than they should be

31. At the time of the previous inspection standards were low and there were weaknesses in some aspects of teaching and learning. The school had recently introduced new computer equipment and software and was beginning a programme of curriculum development and staff training. However, the school realised that its new equipment was not suitable for the long-term development of the subject. The school's difficulties were increased by the need to devote almost all training and development time into national initiatives in the teaching of literacy and numeracy. As a result, information and communication technology was put 'on hold', many problems remained unresolved and there was little improvement in standards.
32. .Recently, the school has installed a fully equipped computer suite with sufficient resources for the teaching of whole class groups. Those teachers with expertise are beginning to use these facilities and, as a result, in these classes pupils' skills are developing rapidly. Forward planning incorporates national guidelines and all pupils will undertake projects from the new scheme of work during the current school year. All classes are timetabled to use the computer suite in support of literacy and numeracy and there are plans to allow teachers to book additional time so that the use of this technology can extend to other subjects.
33. Despite these developments the standards that pupils are currently attaining are below those found in many schools nationally. The strongest strand is word processing. Many older pupils have the understanding and skills to draft and edit work using a computer and higher attaining pupils combine pictures and text or change the appearance of their work. There are examples of pupils using computers to display and interpret data, as a source of information for research, to control simple devices and for creative or artistic purposes. However, these applications have not been regularly or systematically used in recent years and pupils' progress is unsatisfactory overall.
34. The management of these more recent developments has been thorough and effective and the school is on course for further improvements in teaching and learning in the months ahead. Planning is forward looking and there are arrangements in place for additional staff training and for the co-ordinator and governing body to monitor and evaluate the success of this major initiative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order extend the school's current achievements the governors, headteacher and staff should jointly:

raise pupils' standards of attainment in information and communication technology by:

- carrying out the planned staff training so that all teachers have the confidence and competence to use the school's new resources effectively; *
- carefully monitoring the introduction of new schemes of work to ensure that teachers give more appropriate emphasis to all aspects of National Curriculum Programmes of Study; *
- ensuring that planning for all subjects identifies opportunities for the use of information and communications technology to support pupils' learning.

* These issues appear in the current school improvement plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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
2	4	13	4	0	0	0

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	188
Number of full-time pupils eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	29

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	27
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	10	10	10
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	93 (85)	96 (89)	96 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	10	10	10
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	93 (89)	96 (93)	96 (89)
	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	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	13
	Girls	12	14	16
	Total	21	27	29
Percentage of pupils at NC level 4 or above	School	66 (86)	84 (97)	91 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	13
	Girls	13	13	17
	Total	22	26	30
Percentage of pupils at NC level 4 or above	School	69 (90)	81 (100)	94 (97)
	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	178
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)	8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	49

Financial information

Financial year	1999 / 2000
	£
Total income	339,450
Total expenditure	326,768
Expenditure per pupil	1,729
Balance brought forward from previous year	24,615.00
Balance carried forward to next year	37,297.00

Results of the survey of parents and carers

Questionnaire return rate 50.7%

Number of questionnaires sent out	197
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	0	1	0
My child is making good progress in school.	56	34	4	1	5
Behaviour in the school is good.	46	39	7	2	6
My child gets the right amount of work to do at home.	48	42	5	5	0
The teaching is good.	65	27	5	1	2
I am kept well informed about how my child is getting on.	40	41	6	7	6
I would feel comfortable about approaching the school with questions or a problem.	73	21	5	1	0
The school expects my child to work hard and achieve his or her best.	66	30	1	1	2
The school works closely with parents.	53	33	11	3	0
The school is well led and managed.	66	27	7	0	0
The school is helping my child become mature and responsible.	64	30	3	1	2
The school provides an interesting range of activities outside lessons.	39	37	15	5	4