

INSPECTION REPORT

CHALLOCK PRIMARY SCHOOL

Challock, Ashford

LEA area: Kent

Unique reference number: 118374

Headteacher: Mr. A. Luckhurst

Reporting inspector: Mr. M. Thompson
25372

Dates of inspection: 18th - 20th September 2000

Inspection number: 225341

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church Lane,
Challock,
Ashford,
Kent.

Postcode: TN25 4BU

Telephone number: 01233 740286

Fax number: 01233 740286

Appropriate authority: The Governing Body

Name of chair of governors: Dr. J. Ness

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mike Thompson 25372	<i>Registered inspector</i>
David Holroyd 17315	<i>Lay inspector</i>
Kevin Hodge 18466	<i>Team inspector</i>

The inspection contractor was:

*Westminster Education Consultants
Old Garden House,
The Lanterns,
Bridge Lane,
London.
SW11 3AD*

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
Attainment in English, mathematics and science	
The quality of teaching	
Attitudes, behaviour and relationships	
Provision for pupils' spiritual, moral, social and cultural development	
Leadership and management	
WHAT COULD BE IMPROVED	16
Curriculum planning	
The school development plan	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Challock Primary School is located in the village of Challock, five miles to the north of Ashford. The school was founded in 1865. The present building was opened in 1952 and has been extended and altered in the 1970s and 1990s. There are 139 pupils on roll, grouped into five mixed-age classes. Three classes are accommodated in the main building and two are in temporary classrooms.

The school is popular with parents and its numbers have risen over the past few years. About one third of pupils come from outside the local area at parental request. Although its pupils are from a broad range of social backgrounds, many parents are of professional or managerial status. Unemployment levels are low relative to those in other areas of the country, and just 3 per cent of pupils are eligible for free school meals. This is below the national average. At the time of inspection the special educational needs register was being updated for the new academic year. Fourteen per cent of pupils were already identified as having special educational needs, and newcomers were being assessed. Once the register is completed, the percentage of pupils included is likely to be in line with the national average. Two pupils have statements of special educational needs. All pupils are of white ethnicity, although 3 per cent are from homes in which English is not the principal language spoken.

Pupils are admitted to the school at the start of the academic year in which their fifth birthday falls. Those who are five during the Autumn term are admitted full-time, and all others start school on a part-time basis. At the time of inspection there were 14 under fives on roll. Attainment on entry to the school varies from year to year. Overall, it is about average.

HOW GOOD THE SCHOOL IS

This is an effective school. The high standards achieved by eleven year olds in the national tests in English and mathematics have been sustained over the past few years, even though there have been significant changes both in the teaching staff and in the leadership within this period. The school's continued success is due to three main factors:

- the continuity and good leadership provided by the former deputy head, now appointed as the headteacher;
- the good teaching appointments made;
- the high quality of support provided to pupils identified as having learning difficulties, enabling the majority of these pupils to achieve nationally expected standards by the age of eleven.

Even though the school has an above average income per pupil, it provides good value for money.

WHAT THE SCHOOL DOES WELL

- Attainment in English, mathematics and science is well above what is expected nationally at the end of Key Stage 2.
- The quality of teaching is good, with one in every five lessons very good.
- Pupils have very positive attitudes towards school and behave very well. Relationships within the school are excellent.
- The school's provision for pupils' spiritual, moral, social and cultural development is good.
- The school is well led and managed.

WHAT COULD BE IMPROVED

- Curriculum planning.
- The school development plan.

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 very good progress since its last inspection in January 1997. As a result of that inspection six key issues were identified; they have been addressed as follows:

- the governing body now fully meets its statutory responsibilities regarding the appraisal of teaching staff, the school prospectus, and the governors' annual report to parents;
- good progress has been made in involving staff and governors in the production of the school development plan, although some further improvements still need to be made;
- teachers with responsibility as curriculum co-ordinators now produce detailed plans for the future development of their subjects and are responsible for purchasing and maintaining the books and materials used;
- all staff now have clear job descriptions;
- very good improvements have been made in the school's provision for pupils' cultural education; pupils are now provided with a good range of opportunities to develop an appreciation of their own cultural heritage and the way of life of people in other societies;
- parents are kept well informed about what is happening at school, and this includes good information about the curriculum being followed by their children.

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
	1997	1998	1999	1999
English	A	B	A*	A
Mathematics	A	A	A	A
Science	C	B	B	C

Key	
<i>very high</i>	A*
<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

Standards achieved by eleven year olds in national tests in English and mathematics have been consistently above or well above average for the past three years. The school's performance in science has not been quite as good, with only average standards being achieved in 1997, and results in 1999 average in comparison with those of schools with a similar proportion of pupils eligible for free school meals. The 1999 results in English placed the school in the highest 5 per cent of schools nationally. A particularly good feature of the 1999 results was the proportion of pupils exceeding the national target of Level 4. This proportion was very high in English and mathematics and above average in science. The rate of year-on-year improvement in the school's average points score in the tests over the past three years has been broadly in line with the national trend. Results of the tests for the year 2000, published by the school, show that a similar proportion of pupils achieved Level 4 in English and mathematics as in 1999, while in science the proportion significantly increased. However, no national comparisons can yet be made. The school achieved its statutory target for pupils' attainment in the 2000 mathematics test and exceeded its target in English. Overall, its targets are appropriate in mathematics, but too cautious in English.

Inspection findings reflect the national test scores in English and mathematics achieved in previous years. In science, pupils' attainment is higher than indicated by the 1999 test score and confirms the improvements reported by the school in the most recent tests. In information technology, satisfactory standards are being achieved

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn. They work hard, concentrate very well and take pride in their work.
Behaviour, in and out of classrooms	Very good, both in and around the school.
Personal development and relationships	Excellent relationships underpin all the school's work. Pupils work and play together very well, even when not directly supervised by adults.
Attendance	Attendance is good. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 good quality of teaching observed at the time of the previous inspection has been sustained. No unsatisfactory teaching was observed. Almost 50 per cent of lessons were good and a further 20 per cent were very good.

Teachers are good at teaching basic skills of literacy and numeracy. They manage their pupils well and, because they have good subject knowledge, they are able to choose the most appropriate way of teaching different topics. Lessons are well planned and teachers have high expectations of what their pupils will achieve. As a result, pupils learn well.

Pupils identified as having special educational receive very good quality teaching when they are withdrawn from lessons for tuition in small groups. The quality of this teaching, together with the good support provided within class lessons, results in pupils with special needs making very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, but work to ensure that pupils do not repeat work as they move between mixed-age classes is not yet complete.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are identified at an early stage, and clear, precise plans are drawn up to help each individual. Pupils' progress is very carefully monitored.
Provision for pupils with English as an additional language	Pupils with English as an additional language are very well integrated into the school and play a full part in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Good opportunities are provided for pupils' cultural development. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Pupils flourish within the school's caring environment. Arrangements for ensuring that Child Protection legislation is implemented are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and manages the school well. Teachers with responsibility as subject co-ordinators provide good help and guidance for their colleagues.
How well the governors fulfil their responsibilities	Governors have close contact with the school and give very effective support for its work. They have ensured that all legal requirements are met.
The school's evaluation of its performance	Staff are good at critically examining what they do and seeking ways to improve. Governors compare the school's performance against national data and carefully consider the effects of spending decisions.
The strategic use of resources	The school uses its premises, staff and resources well. Additional funding received for special educational needs is very well spent.

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 enjoy coming to school. • The progress that their children make. • Standards of behaviour. • The quality of teaching. • Teachers are approachable. • The school's high expectations of its pupils. • The way in which the school is led. 	<ul style="list-style-type: none"> • The quantity of homework provided. • The school's partnership with parents. • The range of extra-curricular activities.

Inspectors' judgements fully support parents' positive views.

With regard to the areas that some parents would like to see improved:

- the quantity of homework provided is broadly typical of many schools;
- the school is very open and welcoming towards parents. It does its best to keep them informed and involved in its work;
- the range of extra-curricular activities provided is good for a school of this size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English, mathematics and science is well above what is expected nationally at the end of Key Stage 2.

1. In the 1999 national tests at the end of Key Stage 2, pupils achieved standards that were above the national average in science, well above average in mathematics, and very high in English. Data from the tests in the year 2000, provided by the school, shows that results were similar in English and mathematics and had improved in science. However, no national comparisons are currently available.

2. Standards achieved in the most recent tests were confirmed by inspection evidence, which shows that skills in English, mathematics and science are systematically developed as pupils move through the school. This is because teachers plan their lessons well and make good use of opportunities for their pupils to practise in other subjects the skills they have learned, particularly those of literacy and numeracy.

3. From an average starting point, pupils make good progress in Key Stage 1. Progress becomes even more rapid throughout Key Stage 2, so that the proportion of pupils in their final year at the school currently on course to achieve the nationally expected Level 4 is above average. About one third of these pupils are also in line to achieve the higher Level 5. A significant factor in this very good progress is the high quality of support provided for pupils identified as having special educational needs. These pupils are identified at an early stage; they are taught very well when withdrawn from lessons for tuition in small groups and are well supported in class lessons. As a result, almost all of these pupils are likely to achieve nationally expected standards by the age of eleven.

4. Skills in speaking and listening are developed well. Pupils are very good at listening, and by the end of Key Stage 2 most of them answer teachers' questions clearly and with correct use of grammar. Pupils benefit from the good start given in Class 1, where they have well-planned opportunities to develop confidence in speaking and self-discipline in listening. For example, as part of their science work about 'Ourselves' pupils in the class were given the opportunity to find out about babies and baby care by questioning two mothers who visited with their very young babies. Questions were carefully planned in advance, and pupils read them out clearly and confidently while others listened attentively.

5. Pupils read well. From an early age pupils learn to use a range of strategies to decipher unfamiliar words and, by the time they are in Year 6, most read fluently and expressively. They read from a good variety of books and speak confidently about favourite titles or authors. They show a good understanding of what they read and answer questions about their books by quoting from the text. They know how to use the school reference library to locate books about various topics and know how to locate information in a book by using its index.

6. Writing skills are well taught across the school. Handwriting is regularly practised, so that by the time they are in Year 6 almost all pupils produce neat, joined script with letters of a consistent size. Pupils' ability to use punctuation develops well as they progress through the school, and as reading skills develop so does pupils' range of vocabulary and the accuracy of spellings. For example, in Year 1 pupils are able to write in simple sentences, while in Year 2 they punctuate more consistently with capital letters and full stops. Work produced in Year 3 shows an increasing range of vocabulary, while in Year 4 pupils are writing at greater

length. Writing by pupils in Year 5 shows greater variety, with spellings of more complex words such as 'completely' or 'genuine' being generally accurate. Year 6 pupils use their skills to good effect in subjects such as history, geography and religious education, writing in a wide variety of styles and for different purposes. For instance, they used journalistic style to good effect when producing headlines and text for the '*Challock Gazette*' during a history lesson.

7. Skills in numeracy develop well as pupils progress through the school. Counting skills and the value of numbers are successfully taught to the youngest pupils. For example, most pupils in Year 1 can confidently count to 20, identify random numbers up to 20, and count on from these starting points. This knowledge is effectively built upon as pupils learn about place value, understanding that ten units is equivalent to one ten, and is later extended to calculations using three and then four digit numbers. Skills of estimation are carefully developed from an early age, so that pupils quickly become aware of what their answers are likely to be. Pupils' understanding of the relationship of numbers within calculations is another important factor in their progress. Pupils in Year 2 know that $2 \times 8 = 16$ and that $16 \div 2 = 8$, and this understanding of inverse operations later helps pupils in Years 5 and 6 to check their answers when using larger numbers. For example, they checked the accuracy of a calculation such as $58 \times 9 = 522$ by then trying $522 \div 9$. As they get older, pupils become familiar with the patterns created by numbers and they use this knowledge in learning multiplication tables. Pupils in Year 6 tested on their knowledge of tables were very quick and accurate in their answers. Good skills in numeracy help pupils in their work in other subjects. For instance, pupils in Year 6 accurately recorded their measurements of wind resistance and then converted the data into a graph.

8. Skills in scientific enquiry are well developed. By the time pupils reach Year 6 they are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics, from electrical circuits to the classification of animals. Skills in information technology develop satisfactorily. Pupils use computers competently to support their work in many subjects. They are confident in using information technology and generally have good keyboard skills by the time they are in Year 6.

The quality of teaching is good, with one in every five lessons being very good.

9. The good quality of teaching observed at the time of the previous inspection has been sustained. No unsatisfactory teaching was observed. Almost 50 per cent of lessons were good and a further 20 per cent were very good.

10. Teachers are good at teaching basic skills of literacy and numeracy and provide pupils with a good platform for their work in all subjects.

11. Lessons are well managed. The very good working atmosphere created through high expectations of behaviour, the excellent quality of relationships between teachers and pupils, and very clear classroom routines enables all pupils to concentrate on their work and learn without distraction.

12. Teachers use assessment well during lessons and as a result are able to step in when they see that pupils are having difficulties with their work. Particularly skilled assessment and intervention by the teacher is a feature of teaching in Year 5 and 6. For example, during

an English lesson in which pupils were answering questions about a passage from *'101 Dalmatians'* the teacher moved well from group to group and quickly realised that part of the text was causing problems. Her timely intervention and clear explanation of what was required improved the quality of pupils' work and helped to sustain a good pace to pupils' learning.

13. The quality of lesson planning is good. Within their planning, teachers clearly identify what they intend pupils to learn and, in most classes, share these intentions with pupils at the start of lessons so that the purpose of the work is made very clear. Teachers' time management skills are less good, but are satisfactory overall. Most lessons are well structured and provide a good balance between time for direct teaching of skills, time for pupils to practise these skills, and time to review what has been learned and to consolidate pupils' understanding. Occasionally teachers spend too long on the introduction to their lessons, with the result that not enough time is available for the important review of what has been learned. This means that teachers are not able to check how well their original learning intentions have been achieved, while pupils lose the opportunity to reflect on their own progress and to clarify any points that they may not have fully understood.

14. Teachers generally have a good knowledge of the subjects they teach and the difficulties that are likely to be encountered as pupils learn. This knowledge enables them to use the most appropriate ways of presenting information to pupils and to sustain a good pace to their lessons. Particularly good examples of this practice are to be found in the teaching of reception children, where the teacher's skill in providing achievable challenges for children of differing abilities results in children working hard and growing in confidence because of the success they achieve.

15. Pupils identified as having special educational needs receive very good quality teaching when they are withdrawn from class for tuition in small groups. The teacher's good questioning helps to determine precisely what pupils understand and ensures that all pupils take a full part in sessions. Skills are very well taught and lessons are conducted at a good pace. There are excellent relationships between the teacher and pupils, and lessons are greatly enjoyed by all. Homework set as a result of these lessons is of good quality and provides pupils with interesting ways to practise the skills they have learned. Within class lessons, these pupils benefit from good quality help provided by skilled learning support assistants whose work is well directed by teachers.

Pupils have very positive attitudes towards school and behave very well. Relationships within the school are excellent.

16. Throughout the school pupils' attitudes to learning are very good, and this contributes significantly to the academic standards they achieve. Pupils enjoy coming to school and being at school. They are highly motivated and are keen to learn. Teachers are skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well timed help. As a result, pupils listen carefully, set about their work quickly, and sustain very good levels of concentration. Teachers' high expectations of their pupils are reflected in the good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.

17. Pupils' behaviour is of a high standard. They move about the school sensibly and show consideration towards others. When entering the school hall at the beginning and end of assemblies, pupils do so in silence. Pupils work and play together well, even when not directly under adult supervision.

18. Relationships throughout the school are excellent. Pupils are friendly, polite and well mannered, and many enthusiastically initiated conversations with the inspection team. The fruits of these high quality relationships are seen in lessons, where pupils work together very well in paired and group work, share tasks equally, and organise their work without fuss.

The school's provision for its pupils' spiritual, moral, social and cultural development is good.

19. The school has improved the quality of its provision for pupils' spiritual, moral, social and cultural development since the previous inspection.

20. Provision for pupils' spiritual development is satisfactory. Acts of Worship are well planned and give pupils adequate opportunities for reflection. Pupils' work is valued and celebrated through good quality displays in the hall, corridor and classrooms. A strong emphasis is placed on caring for and respecting others. However, opportunities for pupils to reflect on their own values and to become more aware of their own development as individuals are less evident in lessons.

21. The school provides pupils with a very clear moral code as the basis for behaviour, and this is carefully promoted through the life of the school. Pupils are very well aware of what is expected of them and know the rules so well that there is little need to refer to them. Adults in the school provide very good role models through their courtesy and respect for pupils and in their interest in what pupils are doing or in what they have to say. A good reward system helps teachers to celebrate individuals' good behaviour and offers encouragement to others.

22. The school is very successful in developing pupils' social skills. Pupils of all ages are given responsible jobs to do, such as taking registers to the office or preparing the hall for assemblies. The house system in place provides pupils with an additional sense of identity within the school, and older pupils are given responsibilities such as house captains and sports captains. At playtimes the school makes play equipment available, to encourage co-operative play, and requires pupils to take good care of it. Activities such as 'Circle Time' in reception and Year 1 not only help to develop pupils' speaking and listening skills, but also give them good opportunities to develop social awareness. Target setting for individual pupils, such as that in place in the Year 1 and Year 2 class, helps pupils to become more involved in their own learning and more aware of their own potential. Pupils are helped to develop a sense of citizenship through participation in community activities such as The Challock Goose Fair and the distribution of Harvest Festival produce to elderly people within the locality. Issues of social responsibility are well promoted through fundraising in response to appeals by 'Blue Peter', Children in Need, and Barnardos.

23. Significant improvements have been made in the school's provision for pupils' cultural development, which was judged to be poor at the time of the previous inspection but is now of good quality. Pupils are given a good range of opportunities to appreciate their own cultural traditions and those of people in other countries, through their work in subjects such as history, geography, religious education, art and music. Many additional activities enhance

this provision. For example, during an 'Arts Week', held towards the end of the summer term 1999, pupils experienced live musical performances by a classical guitarist and a piano trio, while a visiting arts group added activities with a South American influence. Other cultural activities included a performance by a Ghanaian drummer and pupils' participation in a performing arts event, organised by a Polish artist, to celebrate the summer solstice. Visitors to the school from countries such as Romania and America, and visits by pupils to the theatre and to places of historical interest, further enrich pupils' cultural experience.

The school is well led and managed.

24. The school is well led and managed by the headteacher, who is ably supported by his acting deputy and by all staff and governors.

25. Since the time of the previous inspection there have been two changes in the leadership of the school in addition to other changes in staff. During the lengthy illness of the former headteacher, the present headteacher provided important stability and continuity in a temporary capacity before his permanent appointment. He effectively built on the progress previously made in addressing the key issues from the inspection and has ensured that the school's action plan to address the issues has been successfully implemented.

26. The headteacher knows his staff and pupils well and has a very clear understanding of the strengths of the school and areas for further improvement. He has a very clear view of the future development of the school, although a long-term view of priorities is less evident in the school development plan.

27. A clear commitment to improvement is evident in the way in which curriculum developments are managed and in the very good way in which additional help for pupils is carefully targeted. The monitoring of the quality of teaching and learning by subject co-ordinators reflects the priority placed on national initiatives in literacy and numeracy. Co-ordinators for English and mathematics have observed lessons and provide effective support for colleagues. Science is an agreed priority for the current academic year, and monitoring of science lessons has begun.

28. The governing body is well organised, very effective, and successfully fulfils the role of 'critical friend' to the school, by monitoring its work informally and through an effective committee structure and formal meetings. Many governors are parents of children who are current or past pupils, and they take a keen interest in the school's work. A number of them visit regularly and provide practical help in a variety of ways. For example, two of the governors spent a considerable amount of time during the summer holiday period redecorating one of the classrooms.

29. A significant strength of the school is the high quality of management of the school's support for pupils with special educational needs. The special needs co-ordinator carefully assesses pupils to determine what sort of help they need, produces clear plans for each individual, and regularly monitors their progress. Records are very well kept and parents are regularly involved in reviews of their children's progress. The co-ordinator keeps herself well informed and liaises closely with professional agencies providing additional support for pupils.

WHAT COULD BE IMPROVED

Curriculum planning.

30. The school has adapted the recommendations of the National Numeracy Strategy and is in the process of adapting the National Literacy Strategy to reflect the way in which pupils are grouped within its mixed-age classes. To underpin the school's curriculum plan for numeracy, a record keeping system has been devised. This enables teachers to record what has been taught and the level of each pupil's understanding. As part of the work to review its planning for literacy, the school is developing a similar recording system to track the development of pupils' skills.

31. In many other subjects, the school has adopted guidance provided by the national Qualifications and Curriculum Authority as the basis for planning the curriculum. This has addressed the shortcomings in curriculum coverage identified at the time of the previous inspection. However, the national guidance is of a general nature and needs to be adapted by schools to meet their individual circumstances. This adaptation of the curriculum is under way, but so far has only been completed in science and information technology. The science curriculum is underpinned by a good quality recording system, similar to that used for numeracy.

32. The school has devised a 'curriculum map', which sets out in general terms what areas of the curriculum are to be covered and when this is to be done. This map has proved useful in enabling teachers to identify possible links between different subjects and to adjust their planning. However, planning in most foundation subjects¹ has yet to be refined to set out precisely what is to be taught to pupils of different ages in different classes, and at what level. As a result work is sometimes repeated. For example, a Year 6 history lesson about the development of the railways, observed during the course of the inspection, repeated work done by some of the pupils when they were in Year 5.

The school development plan.

33. Good progress has been made in producing a more detailed school development plan, even though there have been two changes of headteacher in the three years since the last inspection. The present headteacher has a clear view of the future development of the school and has set this out in a 'Vision Statement' that complements the current development plan. However, the current plan has a number of weaknesses:

- it contains too many targets for action and may therefore be unrealistic;
- it relates solely to the current academic year and gives no idea of proposed developments beyond this;
- while whole-school priorities have been agreed for the current year, there is no clear statement of likely priorities for future years.

34. The plan is formed from this year's part of the longer-term, individual development plans for all subjects, special educational needs and under-fives, with additional sections for community links and the governors. These plans set out a clear timetable for action, although in some sections there is not enough detail about likely costs.

¹ Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. The school should now:

- Devise a clear programme for the adaptation of nationally recommended curriculum guidance in the foundation subjects to reflect the way in which pupils are grouped in mixed-age classes. Underpin these curriculum plans with recording systems to ensure that:
 - * work is not repeated unnecessarily;
 - * teachers are able to track pupils' progress.

- Review the way in which the school development plan is constructed, so that:
 - * longer-term targets for improvement are included;
 - * whole-school priorities for each year are agreed and are clearly set out.

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	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	47	32	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	134
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	32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.7

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	7	8	7
	Girls	12	13	12
	Total	19	21	19
Percentage of pupils at NC Level 2 or above	School	79 (85)	88 (85)	79 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	7	11
	Girls	12	12	13
	Total	19	19	24
Percentage of pupils at NC Level 2 or above	School	79 (90)	79 (95)	100 (95)
	National	82 (81)	86 (85)	87 (86)

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
	1999	9	4	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	7	7
	Girls	4	4	4
	Total	12	11	11
Percentage of pupils at NC Level 4 or above	School	92 (76)	85 (76)	85 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	8	6
	Girls	4	4	4
	Total	11	12	10
Percentage of pupils at NC Level 4 or above	School	85 (86)	92 (81)	77 (81)
	National	68 (65)	69 (65)	75 (72)

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	122
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)	6.5
Number of pupils per qualified teacher	21.4
Average class size	27.8

FTE means full-time equivalent

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	95

Financial information

Financial year	1999/2000
	£
Total income	268,83.00
Total expenditure	263,438.00
Expenditure per pupil	1,793.00
Balance brought forward from previous year	21,278.00
Balance carried forward to next year	26,670.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	139
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	50	41	3	3	3
Behaviour in the school is good.	63	34	0	0	3
My child gets the right amount of work to do at home.	41	34	13	6	6
The teaching is good.	66	31	0	0	3
I am kept well informed about how my child is getting on.	34	50	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	72	22	3	0	3
The school works closely with parents.	34	47	16	3	0
The school is well led and managed.	75	19	0	0	6
The school is helping my child become mature and responsible.	69	16	3	9	3
The school provides an interesting range of activities outside lessons.	44	28	9	16	3

Almost a quarter of pre-inspection questionnaires were returned and 15 parents attended the meeting with the Registered Inspector. The views of parents attending the meeting were overwhelmingly positive and supportive of the school.