

INSPECTION REPORT

HENLEY PRIMARY SCHOOL

Henley near Ipswich

LEA area: Suffolk

Unique reference number: 124587

Headteacher: Ms. Ann Waters

Reporting inspector: Mr. Alan W. Perks
18889

Dates of inspection: 4th – 6th February 2002

Inspection number: 230318

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. Nigel Taylor
Date of previous inspection:	6 th - 9 th October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Henley Primary School has a much smaller than average pupil population of 99, all whom attend full-time. The school accommodates children from Henley village and those who travel in from Ipswich and local villages or hamlets. This rural school retains its popularity mainly because of its family ethos and the high standards pupils attain in English, mathematics and science by the age of eleven. The proportion of girls is now much higher than that of boys, which is a reversal of the position at the time of the previous inspection. The socio-economic statistics suggest an above average intake overall. Baseline assessments show that children entering the school have skill levels that range from below to well above expected levels, but taken together are about the level expected for their age. There are 13 pupils on the school's own register of special educational needs, which is below the national average. Two of these carry statements, which is broadly in line with the average. No pupils have English as an additional language, there are no travellers, refugees or asylum seekers, and only four pupils have a free-meal entitlement, which makes the school much lower than the national average in all of these categories. A new headteacher was appointed in September 2001.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. Pupils' standards of attainment in English, mathematics and science are regularly well above national averages. This is the result of much good and sometimes excellent teaching across the school. There is very effective leadership and management, so that pupils and staff continue to develop together to mutual benefit. When all is considered, the school continues to give good value for money.

What the school does well

- Standards in English, mathematics and music are very high, and those in science are regularly above the national average and expectations for age.
- Teaching is good overall, and frequently very good in English and mathematics. The teaching assistants and other staff play a very important role in the development of pupils' learning.
- This is a very caring school that generates very good pupil attitudes, excellent relationships between pupils themselves and pupils and staff, and provides for excellent expression of moral values.
- There is strong and purposeful management that provides a very clear vision of what the school needs to do to improve. All staff, including teaching assistants, are very well supported.

What could be improved

- Standards in subjects other than English, mathematics, science and music need to be raised.
- Formal procedures for assessing, recording and using data about pupils' learning are not sufficiently developed in subjects other than English and mathematics.
- There is not enough use made of writing, information and communication technology (ICT) and numeracy across the curriculum.
- Some parts of the accommodation and learning resources require upgrading, so that pupils have better opportunity to achieve at higher levels.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Since then there has been a satisfactory rate of improvement. Specifically:

- The key issues for action have been partially addressed. There has been satisfactory development of design and technology, for example. There has been some, but not enough increase to resources for ICT. The collection and use of assessment data remains an issue. There is now a firm professional development programme in place.
- Results in the national tests for 2001 show that pupils' attainments in English/literacy, mathematics/numeracy and science had risen to well above average levels.
- Inspection evidence confirms the very high levels in English/literacy and mathematics/numeracy, and finds that science is currently at a level above national average. Pupils' writing is above average but is the weakest area. The use of numeracy across the curriculum is underdeveloped. The weaker elements of science are in scientific enquiry and, to a lesser extent, learning about physical processes.

- Pupils' standards of achievement have risen to well above expected levels. This is a result of knowledgeable, enthusiastic and specialist teaching.
- The provision for those children under five in the Foundation Stage is good and provides a wide range of activities that helps many of them to reach early learning goals for this age very quickly.
- Pupils' attitudes to work are very good. Almost all settle quickly to their activities and they enjoy success and show a determination to complete tasks on time. They generously support each other in a very caring way, showing excellent relationships with all.
- The provision for child protection and ensuring all pupils' safety is very good. There is now a well-written policy that is practised throughout the school.
- Parents' views of the school have improved so that almost all are extremely satisfied with what the school now provides for their children.
- The governing body has taken its responsibilities very seriously, so that its overall effectiveness is now very good. Recent events have focused its role and resulted in a firmer structure of management that has had very beneficial results. Its monitoring and evaluation of the school's performance has improved to a good level.

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
	1999	2000	2001	2001
English	B	A*	A	A
mathematics	A	A*	A*	A
science	A	A*	A	A

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

Overall, the school's results in national tests are very good. The most recent results in mathematics are in the highest five per cent when compared to all schools. With minor fluctuation, the school has continued to provide a very good standard of education, especially in the core subjects of the National Curriculum, so that different groups of pupils have regularly performed to a very good level by the age of eleven.

Children entering the school at age four show a wide range of prior achievements, so that overall their level on entry is about average. Many make rapid progress, reaching the early learning goals for this age very quickly, and so move on to work that is designed for five year olds without delay. Pupils make similar progress regardless of gender, background, religion or prior achievement level. A few higher attaining pupils show the potential to achieve even higher standards if the curriculum was suitably extended.

By age eleven, most pupils show good levels of achievement. From Year 1 through to Year 6, ages five to eleven, the pupils continue to make at least satisfactory and often good progress with their learning because of the caring, influential and beneficial effects of teaching. By age seven, pupils are achieving above expected levels in reading, writing, mathematics and science. Targets set in English and mathematics for pupils aged eleven were exceeded in the latest national tests. Realistic targets in these two subjects have been set for the current group of ten and eleven year olds.

The teaching and learning in English/literacy, mathematics/ numeracy and music is of a particularly high standard. This increases pupils' skill with speaking, listening, reading and mathematical awareness, as well as providing them with very good understanding and competence in musical activities.

In science, pupils are attaining very good levels in national tests and good levels in their schoolwork, but the school has correctly recognised that they need more opportunity to carry out personal experiments and observation, so that these skills might then match the high quality of standards in other aspects of science.

The use of writing, ICT and numeracy is not applied to good effect to support learning in other subjects. For example, computers are insufficiently used in literacy lessons for word processing, and data charts in science are often not created using spreadsheets. The use of ICT is improving but is hampered by inadequacies in resources. The school and parents have recognised this deficiency and are working towards providing better quality and more equipment.

Pupils' standards in physical education are broadly satisfactory overall. Some good achievement was seen in dance type activity, and most pupils achieve the minimum standard in swimming. Other areas, such as gymnastics and indoor games are hampered by the lack of access to suitable facilities. The small hard-play area is constricting and the field is unusable for considerable periods of the year. Access to the local community centre is restricted by financial considerations and so is underused by the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils arrive promptly in the mornings and sustain very good levels of concentration throughout the day. Pupils enjoy their schoolwork because of the caring attitude of the staff and the excellent relationships that pupils have with them and each other. There is an excellent level of co-operation between pupils and staff, especially when work is suitably testing for all pupils in the group.
Behaviour, in and out of classrooms	Very good. The behaviour of the large majority of pupils is regularly very good and this helps them concentrate on their learning. There has only been one exclusion because of highly unacceptable behaviour. There were no incidences of bullying or harassment observed or reported during the inspection. There was some occasional, inattentive behaviour in a few lessons where the pupils were not suitably challenged.
Personal development and relationships	Very good overall. Pupils' personal development is good. They show trustworthy attitudes to their learning, but too many are not given enough opportunities to show originality with their work. Relationships between pupils are excellent. They show high levels of care and consideration for each other, regardless of gender, race, religion or difference in age.
Attendance	Good. Attendance levels are better than the national average when compared to all primary schools. The level for unauthorised absence is regularly better than average, but the level of authorised absence is becoming higher than the national average mainly because of family holidays in term-time.

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.

Overall, the quality of teaching is good. In the lessons seen, over fifty per cent was of very good quality, so that all pupils, regardless of gender or background, were learning at a very good rate in lessons such as English, mathematics, science and music. Over time, the quality of teaching has varied but has rarely been less than satisfactory.

- Teaching in the Foundation Stage is good and sometimes better, leading to many children making good progress in their early learning. Teachers' planning takes good account of these children's needs to help them try to achieve recommended early learning goals, which many of them do soon after arriving in the class. The teaching assistant is very effectively deployed and has a very positive effect on the children's rate of learning, which is good. In other parts of the school, the skills of literacy and numeracy are taught very effectively. Teachers have a clear understanding of the needs of individual pupils and pay close attention to their learning needs in these subjects especially. As a result, many pupils attain at high levels. The inspection included a focused view of the contribution of teaching assistants and evidence confirms that they play a very positive role in this success.
- In the better lessons, teachers successfully meet the needs of all pupils by sharing lesson aims with them, sustaining pupils' interest through lively, knowledgeable teaching, and making sure that work matches the needs of all pupils. Weaknesses in teaching occur when information gained from assessments is not used to best effect, as in science and ICT for example.
- The teaching of pupils with special educational needs is good overall. In English and mathematics their needs are well met. However, work in other subjects is not always provided that fully meets their needs. Teaching and learning support assistants have a very positive effect on these pupils' rate of learning and the standards they reach.

- The specialist teaching of music is very good and leads to high pupil standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of learning opportunities have improved slightly and provision meets statutory requirements. Provision for children under five is good. For those aged 5 to 11, there is a broad and generally balanced curriculum, which satisfies the needs of almost all pupils. Provision for music is very good. However, in too many other subjects, up to one third of pupils are not always given work that matches their needs. Provision for extra-curricular activities is good for this size of school.
Provision for pupils with special educational needs	Good. The good provision for pupils on the school's register of special educational needs enables them to make good progress towards meeting their targets. The best provision is made in English and mathematics, where targets in individual education plans (IEPs) are clear and used to good effect in teachers' planning. Provision in other subjects is widely variable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All staff have very high expectations for pupils' social and moral development, which almost all pupils respond to very positively. Provision for spiritual and cultural development is good overall, but opportunities to experience other cultures, faiths and environments, for example, are too few.
How well the school cares for its pupils	Very good. The procedures for child protection and ensuring the pupils' welfare are very good. All staff show very high levels of loving concern for all pupils. The formal monitoring of pupils' academic performance and personal development is satisfactory overall, but there are some good and better features, as in literacy and numeracy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The recently appointed headteacher is inspirational and is providing a very clear direction for the whole school to follow. She is working in very close collaboration with the deputy headteacher, so that both are learning about their new roles and responsibilities quickly, enabling the school to move forward at a good pace. Subject co-ordination and monitoring of teaching are satisfactory, and management of teaching assistants and other school provision, such as accommodation, is good.
How well the governors fulfil their responsibilities	Very good. The governing body has improved its structures as a result of recent difficulties, so that members function very effectively as a team unit. Together with the headteacher they make effective provision for almost all pupils' needs. They have not as yet, for example, provided a suitable play area for children in the Foundation Stage.
The school's evaluation of its performance	Good. There is a good insight of what the school needs to do to improve based on analysis of results in national tests, as well as the effects of decisions made by the governing body and the headteacher. Together, they take effective action to overcome difficulties and to successfully move the school forward. They are very aware of the positive effects of staff commitment on pupils' learning.
The strategic use of resources	Very good. There is effective targeting of resources to bring about agreed improvements, such as increased staffing and extensions to learning resources. There is very good awareness of using the principles of best value. There is very good control and use of financial resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They are encouraged to play an active role in the life of the school;• They find it easy to approach the school with questions or problems to do with their children;• Almost all feel that the quality of teaching is good;• They believe that the school encourages their children to achieve high standards of work;	<ul style="list-style-type: none">• There was a significant proportion that expressed concern over some pupils' behaviour;• A large proportion of parents would like to see more after-school activities;• A few parents are dissatisfied with what their children are expected to do at home;• A few felt that they were not sufficiently informed about their children's progress.

There was an overwhelmingly positive response from the parent body. Inspection evidence confirms the many positive features of this school with which parents are rightly pleased. The range of after school activities is good for this size of school. There has been a period of difficulty for some pupils so that homework has not been set with sufficient regularity, or valued as highly as it should have been. Nevertheless, this is a very caring school, almost all pupils' behaviour is very good, and parents should find that any past difficulties are likely to be very quickly resolved, because of the high quality management of their children, and the open way in which the school conducts itself.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and music are very high, and those in science are regularly above the national average and expectations for age.

1. Children entering the Foundation Stage at age four bring in a wide range of skills, knowledge and understanding that overall is about the expected level. As a result of the good provision in their early education by the home, pre-school and this school, almost all children who are under five speak clearly of their own accord, and with growing confidence, to other children and adults, enthusiastically yearning to share their rapidly growing knowledge. They listen attentively and with increasing patience so that speaking and listening skills are well above expected levels within a very short time in school. All but one of the most recent cohorts have had pre-school experiences and this has given them a firm base on which to build. Many achieve the early learning goals applicable to five year olds well before they actually reach five.
2. The results of the 2001 national tests and tasks for seven year olds showed that their writing skill was well above that expected for their age. In mathematics they were above expected levels, but in reading they were below the expected level. Inspection evidence conflicts with these results in so far as this year's group is likely to achieve standards that are well above expected levels in all three areas. This can easily be explained by the differences between different cohorts of pupils and the small number that take the test. Additionally, there are significantly more girls than boys in some cohorts. These factors alone can severely distort statistics.
3. The results for eleven year olds showed that pupils attained levels that were well above average in English, mathematics and science when compared to all schools. Inspection evidence agrees with these levels for English and mathematics, and suggests that pupils are likely to attain above average in science. Again, these are a different group of pupils and the cohort is small. Targets set for English and mathematics agreed with the local education authority were exceeded last year. Realistic targets for the particular group of pupils have been agreed for national tests in 2003. These are slightly lower than 2002 targets, again because of the differences in group composition. For example, there are more boys with special educational needs. Although the cohort taking the tests is regularly very small, results in these tests have improved since the previous inspection and continue to be held at a high level.
4. These high standards are the result of consistently good and sometimes better teaching in these three subjects. As the pupils progress through the school, they are taught to take pride in their achievements, to concentrate on their allotted tasks, improve their presentation and strive to improve their knowledge, skill and understanding of literacy, numeracy and science and musical activity. The pupils have responded to this regular prompting by attaining better than expected standards in these subjects, showing keen participation and high levels of interest in their work.
5. Provision for pupils' musical development is very good and so many pupils achieve high standards. Specialist teaching in this subject by peripatetic visitors and additional expertise provided by staff have provided a wide range of musical activity that has had a very positive effect on standards, such as the quality of singing, percussion playing and the strength of composing. Some pupils play musical instruments, such as the guitar and violin and this improves their musical skills as well as building confidence to perform publicly.

Teaching is good overall, and frequently very good in English and mathematics. The teaching assistants and other staff play a very important role in the development of pupils' learning.

6. The teaching of English and mathematics is a significant strength of provision and leads to boys and girls alike making good and sometimes better progress with their learning. Teachers and classroom support staff work successfully to establish each pupil's level of understanding and set tasks in these subjects that are very closely related to individual needs. In reading, accurate records are maintained about which books have been read within a highly structured programme, wherein almost all pupils are kept no longer than necessary on each piece of text or book. In

writing, pupils are successfully taught to build attractive script by carefully considered development of handwriting skills. This judgement appears in the next paragraph Pupils write for a range of purposes, extending their vocabulary and style through regular and structured practices. This high level of neatness and accuracy is successfully carried over into their mathematical work. They quickly learn to keep figures in columns for increased accuracy when carrying out the four rules of number, for example. They discuss numerical calculations with growing confidence as they move through the school. Most of the previously attempted work on calculation shows high levels of accuracy and also sufficient mistakes to indicate that the tasks have been set at suitable levels of challenge.

7. Across the school, almost all pupils' work is marked up-to-date and carefully worded developmental comments are used proficiently in English work especially. This successfully encourages pupils to produce neatly presented work that shows good improvement over time. Teachers' regular use of verbal praise and merit systems also successfully raises pupils' self-esteem. Expectations of good behaviour are very high and the pupils rise to this. Firm and fair management of the small amount of off-task behaviour allows the remainder of pupils to work on without undue disruption. Effective use is made of the time available. Lesson objectives are clearly identified through the appropriate reference to current National Curriculum and religious education documentation. Materials are thoughtfully provided and there is some, but not enough, effective use made of information and communication technology (ICT). Most teachers make some good use of homework, such as reading, spelling and minor research assignments. All pupils are encouraged to help and learn from each other, and they produce substantial and attractive amounts of work, some of which adorns the walls around the school.
8. Those pupils with special educational needs make mostly good progress towards their targets, especially in English and mathematics. This is because work tasks are suitably targeted to their needs and teaching assistants are at hand if the teacher is busy elsewhere in the classroom. All adults that support literacy and numeracy lessons were seen to have a very positive effect on pupils' rate of learning. For example, tasks are explained in greater detail, or simpler language is used when pupils are unsure, until there is complete understanding. This is carried out with great sensitivity and pupils feel no embarrassment, nor do they suffer any ridicule from classmates.
9. Teachers plan effectively from a curriculum that is suitably broad and generally balanced over time. Emphasis is placed on the development of literacy and numeracy, which results in high standards by the ages of seven and eleven. Assessment data is used effectively in these subjects, so that individual pupil tasks are appropriately challenging, thus avoiding boredom and frustration. Suitably high standards are achieved in most aspects of science. Teachers have correctly identified that more time should be given to the investigational and observational areas of science. Teachers are now giving pupils increasing opportunities to observe closely and to pose their own questions that fuel their scientific curiosity. The youngest children in the reception class are quickly building on their initial knowledge and understanding of the world because of the effective provision of appropriate activities associated with the achievement of the early learning goals for age five. For example, they play with sand, water and other materials, following a carefully considered programme that responds to their developmental needs. Throughout the structured play sessions, they are successfully encouraged to expand their vocabulary and sentence construction, whilst being taught to predict and explain their reasoning behind the answers they give.
10. Across the school, pupils are successfully taught how to present their findings in written and pictorial form, creating appropriate, neatly presented graphs and tables of outcomes. These recordings show an appropriate blend of writing, some use of number and the results of reading factual text. A little of the work is carried out using information and communication technology. Word-processing and graph producing software enables pupils to display results in an alternative form. This is recognised as an area for development.
11. Pupils' work in other subjects closely follows the requirements of the National Curriculum, health and religious education. Teachers' planning follows the recommendations of recent national guidance that ensures that all subjects are covered through satisfactorily planned, class-based programmes of study. Tasks are also sensibly planned to take account of the two year

spread in each class. Pupils' work in religious education suitably follows the locally Agreed Syllabus. Teachers' knowledge and understanding of the curriculum is at least sufficient, and some show very good levels of expertise in English, mathematics and music.

This is a very caring school that generates very good pupil attitudes, excellent relationships between pupils themselves and pupils and staff, and provides for excellent expression of moral values.

12. There is a strong sense of community that permeates through the school, creating a very close family ethos. The very caring and sensitive relationships that staff and other adults working in classrooms create with all of the pupils give pupils a strong feeling of confidence and security. High levels of courtesy and mutual respect for the views of others are evident throughout the school day. There are no gender issues and newcomers are welcomed enthusiastically into the school by all. Classmates and friends help those with special educational needs so that they take a full part in all school activity.
13. The pupils and children who are under five are keen and eager to come to school. They feel secure and enjoy the activities that are set for them. All show interest and enthusiasm for the whole range of activities provided for them. They respond to the enthusiastic teaching by showing similar levels of enthusiasm and show curiosity for learning more about the world in which they live.
14. Across the school, relationships between pupils themselves and pupils and adults are excellent. All staff, teaching and non-teaching are polite and sincere when talking to the pupils, rightly expecting mutual respect in turn, and purposefully offer information or raise questions at a level that groups or individual pupils can understand. Pupils are very friendly towards each other and to all adults working in the school. They make visitors feel extremely welcome and take great pride in being part of the family ethos. There has been only one exclusion that was related to extremely unruly behaviour by a boy with special educational needs. He has been transferred to a special school environment. There is currently no evidence of bullying or other forms of harassment. During lesson time, pupils share materials without fuss and are conscious of the need to share fairly. Older pupils look after and show concern for younger ones. All pupils are known to each other and when anyone is injured, unwell or unhappy, all show great concern and are anxious to help.

There is strong and purposeful management that provides a very clear vision of what the school needs to do to improve. All staff, including teaching assistants, are very well supported.

15. All governors and staff work diligently to the benefit of all pupils. Members of the governing body have recently been involved in a series of difficulties that led to a number of resignations and replacements over a concentrated period of some eighteen months. Their expertise and realisation of the responsibilities and accountabilities of their role have risen considerably and they are the stronger for this experience. They are working as one, cohesive unit, but are also using a newly created sub-structure that is designed to benefit staff and pupils by providing systems that offer a closer oversight of the school's successes and areas for development. They are heavily involved in development planning; they have a very close overview of finances and have a very clear understanding of the strengths and areas for development that have been identified with the new headteacher. These events and consequential fine-tuning have improved their effectiveness to a very good level.
16. Overall, the leadership and management by key staff are good. The new headteacher, deputy headteacher and school secretary are working co-operatively together to provide the necessary administrative systems for continued development in the raising of standards. The other teaching staff also show high levels of commitment in support of the headteacher in her attempts to improve the standards of learning and achievements of all pupils, as well as the environment in which they work. The headteacher is already beginning to build upon the firm foundation that the deputy headteacher maintained over a considerable period of difficulty.
17. The headteacher has quickly realised the strengths in her team and has sensibly allowed time to assimilate the changes brought about by her appointment. Nevertheless, although she realises that

standards are higher than average overall and that the school has many strengths, she has accurately identified areas for development and is instigating new initiatives that show clear commitment to improvement. For example, she has correctly identified that the weakest part of the provision in science is the opportunity for pupils to experiment and observe with greater personal responsibility. Her leadership skills are very good and based upon wide experience in teaching and other fields. Management is good and likely to improve as she becomes more adept with the headship role. She has a significant teaching commitment with pupils in Years 3 and 4. For this class, especially, she plans activities that are successfully raising pupils' curiosity and standards, as in science. They respond well to her enthusiasm and brisk pace of working. She is conscientiously attempting to balance this commitment alongside whole school management and out-of-school meetings. This will take time and she has made a good start.

18. The deputy headteacher has been a key figure in the school's negotiation of its recent, prolonged period of difficulty. She has successfully maintained high standards, especially with her teaching group of Years 5 and 6 pupils, and has managed the school effectively so that the new headteacher has enjoyed a smooth introduction to her role. She has shown full commitment to change whilst sharing what she feels are the current strengths of the school, which the headteacher appreciates and openly praises. Her permanent appointment to the deputy headship is very recent and she is successfully coming to terms with her new role and responsibilities following her successful period of acting headship.
19. Other teaching staff have supported the senior management throughout. Some have been made into permanent members of staff as an indication of the governing body and headteacher's confidence in their commitment to the school and the quality of their teaching. They have enthusiastically taken on new roles and responsibilities, and have agreed professional development targets with the headteacher that are clearly designed to benefit pupils across the school. Their relationship with, and management of, classroom support staff is very good.
20. Throughout this period and the change in management structures, the school secretary has been highly professional, loyal and of extreme benefit to all managers and staff as they have changed roles and responsibilities. There is a high commitment to learn new systems, create accurate documentation and balance budget heads. Effective systems are in place for efficient tracking of spending, for successful maintenance of documentation and for backing up computerised data. When dealing directly with pupils, the secretary is suitably sensitive and they return her politeness of questioning with equal politeness when answering. The headteacher fully appreciates this support and is clearly conscious of the totality of support that she has received for her good and developing style of leadership and management.

WHAT COULD BE IMPROVED

Standards in subjects other than English, mathematics, science and music need to be raised.

21. The focus of short inspections is primarily upon provision and standards achieved in subjects such as English, mathematics and science. This inspection recognised the need to delve deeper into the curriculum because of the key issues raised at the time of the previous inspection. Therefore, additional emphasis was placed upon the inspection of design and technology, information and communication technology (ICT), music and physical education.
22. The teachers' planning has placed significant emphasis on the development of pupils' learning in English, mathematics and science. This has been very successful in that standards have risen to a high level by the time pupils reach eleven years of age. However, other areas of the curriculum have been under-emphasised to the detriment of standards. This is true of art and design, geography, history and religious education. Additionally, although data about pupils' progress with learning is collected and used very effectively for those children who are under five and for planning work for pupils in English and mathematics, there are weaknesses in other subjects. Gaps in data about pupils' previous levels of achievement, or insufficient use of available information, means that work is not consistently planned to the benefit of all pupils. For example, in design and technology, all pupils frequently have the same start point regardless of their

previous achievements and levels of understanding. This under estimates pupil potential and constricts what they might achieve in the same time.

23. This inspection team found that pupils' standards of achievement across the age range were very much as expected in design and technology. Pupils have had increased opportunity to design and create using a wider range of materials, and so many pupils are making satisfactory progress with their learning about topics identified in national guidance. However, they are not developing their skills, knowledge and understanding in sufficient depth. For example, they are not making individual attempts at making models from their own designs and then redesigning and making in the light of experience. Too often, all pupils in the group are designing from agreed rationale and so are producing very similar artefacts because the range of materials is so similar. This does not allow the more technologically minded to produce at a level that they are likely to be capable of.
24. The action plan for the development of information and communication technology (ICT) following the previous inspection has been partially addressed. There has been an increase in resources but this has not been to a level that has provided equipment to cover all of the areas of activity that pupils are capable of. For example, too many pupils do not receive enough access to simple robots to improve their control skills. The number of computer workstations has improved, but the quality and quantity of software remains insufficient for the needs of all pupils. This is recognised by the school but the replacement and extension programme has been hampered by redirection of financial resources. The parent teacher association are saving to fund an additional workstation, which is commendable, but this will not achieve the desired level of provision that matches pupils' needs. The pupils have access to other communications equipment, such as video, television and recording apparatus, but this is not planned into the programmes with sufficient regularity or in response to individual needs.
25. In physical education, almost all pupils achieve the desired distance of 25 metres of unaided swimming by the time they reach 11 years of age. This is because good use is made of off-site facilities and subject expertise. In other areas of physical activity, the pupils are aware that they lack skills and opportunities of friends of similar ages from other schools. They work hard when given the opportunity and when teachers are sufficiently knowledgeable to extend them more individually. The space in which they try to perform is restrictive and recent damage to the hall has further eroded opportunities to learn. Much of the games activity is conditioned by the state of the school field and too few opportunities are given for pupils to compete with similar schools. Those who are under five are hampered in their development because there is neither suitable play-space provision nor equipment that is specific to their physical needs.

Formal procedures for assessing, recording and using data about pupils' learning are not sufficiently developed in subjects other than English and mathematics.

26. Overall, the quality of teaching is good. This is particularly true in English and mathematically based activities. Changes in the ways that literacy and numeracy are taught have led to successful implementation of individual target setting. This has taken time to set up and administer, but has provided a clear structure for skill development that meets the needs of all pupils in these subjects. Boys and girls are treated equally. Talking with pupils, lesson observations and analysis of previously completed work show that, across the school, pupils are attaining high standards when compared to schools nationally in these subjects.
27. The headteacher is appropriately considering extending individual target setting to other areas of the curriculum, but the time-scale for implementation is not yet clear. To date, insufficient account has been taken of pupils' previous achievements when planning activities to suit all pupils' needs. This shortfall is successfully overcome during many lessons, but teaching does not offer the same high level of planning and provision as in English and mathematical lessons and so learning is not as effective. All teaching staff are very knowledgeable about every pupil's level of knowledge, skill and understanding in subjects other than English and mathematics, but they frequently plan a common start point to lessons. When pupils begin to struggle, they or teaching assistants intervene to support those pupils who find difficulties, which is commendable but it could be avoided if lessons were planned to meet individual needs. Similarly, more able pupils are not always stretched sufficiently because they start at too low a level. This is evident in

previously recorded work related to design and technology, geography, history, science and religious education. For example, if pupils started at a higher level in design and technology, they would have time to evaluate more robustly, then redesign and make a better quality product, without altering the time allotted to the lesson.

28. Teachers' records for subjects other than English, mathematics and sometimes science, usually identify the topics covered and which pupils were present, but there are inconsistencies in the recording of how effectively pupils have, for example, learned facts, created models or artwork or considered beliefs. With the notable exceptions of lessons in English and mathematics, pupils frequently cover the same work as all others in the class regardless of their previous attainment. The higher attaining pupils are sometimes given suitable extension work if they finish a lesson early, but this is insufficiently planned into the original task setting. There are too few occasions when pupils are allowed to think for themselves by starting work without materials selected by adults and ideas put forward by whole group discussion. This means that those who find learning easier are given insufficient opportunity to show initiative and test out their own ideas, and do not make the most profitable use of their time.
29. The maintenance of appropriate written records on individual pupil progress and attainment is variable between subjects. This was an area for improvement in the previous inspection report. There has been considerable improvement in the maintenance and use of information for English and mathematics, so that all pupils' needs are now being very well met. The information gathered in other subjects, for example science and ICT, is not used with sufficient consistency so that work is provided at the right level of challenge for all pupils in the group. Pupils are assessed regularly through good quality questioning by teachers in lesson time, but information collected in this way is not recorded with consistency for every age group. The governors and headteacher have recognised the value of building up the school's collection of information to create profiles of development and records of achievement. So far, there is not total agreement amongst staff that the good practices associated with English, mathematics and individual education plans for those with special educational needs can be extended to work in other subjects.
30. Provision for pupils' personal development is good and has some very good elements. For example, some pupils are given chance to collect the registers and take them to the office; others set up computer workstations and older pupils look after younger ones during lunchtimes. These and other such activities promote their independence in learning and successfully develop their sense of self-worth. However, despite the very good levels of behaviour and the open and honest way in which almost all pupils conduct themselves, they are not given enough opportunities to show what they can do when given more scope to show independence with their learning. There is no developmental programme to track pupils increasing levels of independence as they mature and move through the school. This is in contrast with the excellent levels of care that are evident in other areas of school activity. On the rare occasions when pupils were seen in independent but suitably monitored situations, as in an ICT lesson for Years 5 and 6, they show complete reliability and joy in being trusted to work more independently.

There is not enough use made of writing, information and communication technology (ICT) and numeracy across the curriculum.

31. Pupils' standards of attainment in writing were correctly identified as the weaker area following an analysis of the results of national test for 2001. The content and breadth of experience of writing for different audiences and topics was not developed sufficiently. This is being partially addressed, but staff have not fully realised that many aspects of English and mathematics can be taught through other areas of the curriculum. For example, the time spent on geography and history has been squeezed to its minimum recommended level. Consequently, the work produced is relatively small in quantity and narrow in range. Drama is used only spasmodically and pupils do not have enough time to write, evaluate and rewrite plays. Fieldwork in geography is not used effectively as a means of recording facts about the local area. These, and other examples of missed opportunities, are recognised by the headteacher and she has firm plans to develop the use of writing across the curriculum through improving teachers' planning.

32. The previous inspection identified the need to improve resources and pupils' knowledge, skill and understanding of information technology (IT). Since then the subject has been extended to include the use of other forms of technical communication, and is now known as ICT. This is an entitlement for all pupils but there remain some deficiencies in resources and the use of ICT. There has been some extension of computer workstations that are suitably housed in the school library area. Other computers are classroom based. The quality and reliability of the equipment is a source of concern for the governors, headteacher, other staff and parents, and they are correct in their views that further improvements are necessary if pupils are to receive their full entitlement and so enhance standards.
33. Evidence shows that many pupils have access to computers, videos and music centres at home. This is almost certainly having a beneficial effect on pupils' standards and some speak very knowledgeably about communication using the Internet's resources. Others are less well informed because they do not have regular access to suitable equipment at home.
34. The school is aware that some but not enough progress has been made since the previous inspection. For example, pupils at the top end of the school are just now learning to create databases and spreadsheets that would have been very beneficial to them in their work in mathematics and science, for example, during their previous years in school.
35. The parent/teacher association is actively collecting money to improve resources for this and other subjects, which is highly commendable, but this should be viewed as an additional source to the school's provision. The school's development plan clearly identifies this as an area for future spending, and the inspection team commends this course of action if pupil standards are to improve.
36. Pupils' attainment in mathematics is well above average, but the use they make of this high level of skill and understanding is too limited. There are some good examples of the use of number, as in the creation of tables that show results of scientific enquiry, but these are too few. There were no examples of the use of numeracy in specific projects, such as studies of buildings, where measuring to scale could be part of initial drawings prior to construction. The mathematical programmes of study are carefully applied during specific mathematics lesson time but too little evidence is to be found of their application in design and technology, geography and history, for example. Teachers' planning does not make enough use of the deeper contents of curriculum documents. These offer advice about extending content for pupils' extended skill and concept development. In design and technology, for example, pupils create models and other artefacts based on the initial suggestions of documents, regardless of their previous achievement levels.

Some parts of the accommodation and learning resources require upgrading, so that pupils have better opportunity to achieve at higher levels.

37. Overall, the accommodation and learning resources are adequate to support the current pupil numbers and curriculum, but the headteacher and governors agree with the inspection's findings that there are some areas requiring improvement. The two most significant shortfalls are that there is no designated safe play-space for those children who are under five in the foundation stage, and the class of Years 3 and 4 pupils is above the government's target of 30 pupils per class. Additionally, the mobile classroom that these pupils use has no toilet facilities and display space is minimal. The school hall, which is part of the original nineteenth century building, is in the process of refurbishment following the collapse of its floor. This has meant that pupils have been denied indoor space for physical education and assemblies. The headteacher has managed this adequately, but there remain issues about the small space that is available for gymnastics and other aspects of physical education, especially for the overly large class mentioned above. Some parents rightly identified these as areas for improvement. The community centre, which is located very near to the school, is used occasionally, but although governors consider that the costs are too high, this facility would offer many opportunities for pupils' learning.
38. The school field remains unusable for significant parts of the school year. This hinders pupils' physical development, especially, as well as diminishing the number of opportunities for pupils to play games against other schools, which limits their social, physical and cultural development.

There is a small activity area between the hard surface and field area, which is suitably shared throughout the term, but pupils bemoan the small amount of access time to this facility. Although the pupils are sensitive and controlled in their behaviour, the hard surfaced area is too small for the numbers using it at breaktimes, which increases the possibility of accidents and collisions. The pond is overgrown and is not used enough to support scientific and other subject investigations and observations.

39. Good use is made of the local church. The school secretary is also the area vicar and this link provides a valuable resource. Good use is also made of the local swimming facilities. However, there is not enough contact with other schools and local places of interest.
40. Learning resources are adequate overall. These help teachers to support the current curriculum, but these resources are limited and restrict the range of the curriculum that can be offered. Although the curriculum covers all subjects, most of the unusual and exciting activity is carried out during special events or at specific times, rather than being part of the regular curriculum. Additionally, there are no large pieces of apparatus designed to develop the physical skills of those children who are under five. The headteacher has commendable plans to offer specific sums of money to each subject co-ordinator, as part of a school wide developmental policy, so that resources can be reordered and also expanded to improve variety and stimulus for more independent learning.
41. The storage of resources is unsatisfactory overall. Although the small size of the school places some restrictions on where resources might be stored, most areas remain cluttered and untidy despite recent efforts by the headteacher and some staff, and subsequent removal of unwanted items. The school is clean but the clutter does not encourage the cleaning staff to maintain high standards. There has been insufficient thought put into the use of available space and who is responsible for the maintenance of equipment and its efficient storage.
42. Resources that support pupils' development in ICT have not improved sufficiently to offer the full range of possible activity for this age group. This was identified at the time of the previous inspection and there has been some improvement. However, this remains an area of concern. Some use is made of local secondary school facilities, but this happens only once in each pupil's school career, which is not enough to make a significant effect on their progress in learning of this subject. The staff are taking advantage of funding for training and this should show positive effects on pupils' progress with learning, provided that there is sufficient range and quality of equipment to respond to pupils' needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further standards of attainment, achievements and progress with learning for all pupils, the school should, as identified in its recent improvement plan:

- (1) Raise standards in subjects other than English, mathematics, science and music, by placing greater emphasis on these subjects and developing them to a much greater depth than at present through enrichment of the curriculum.
- (2) Develop and implement formal procedures for assessing, recording and using data about pupil's learning in subjects other than English and mathematics, so that all pupils' needs are met through improved teacher planning and increased opportunities for pupils to show independence in their learning.
- (3) Make more effective use of writing, information and communication technology (ICT) and numeracy to aid pupils' learning across the curriculum.
- (4) Upgrade some parts of the accommodation and learning resources, as generally identified in the school development plan, so that pupils have better opportunity to achieve at even higher levels.

Other specified features

43. Teaching assistants make a very effective contribution to teaching and learning in literacy and numeracy. They make very successful use of catch-up and intervention programmes, and these help pupils that they work with to attain standards that are at least in line with national expectations. Teaching assistants have very good subject knowledge and make very good use of methods and resources that enable pupils to learn effectively.
44. The hard working and dedicated teaching assistants have a very good understanding of the needs of the pupils that they work with. They have taken good advantage of the specific training opportunities that have been made available to them, including the DfES Induction Course, and are able to tailor work so that all the pupils concerned learn successfully.
45. The management and deployment of teaching assistants is satisfactory overall. Teaching assistants are managed very effectively in the classes in which they are deployed. However, during the inspection, pupils in one class were observed not to learn so effectively because no support was available. The headteacher is aware of this issue and has plans to allocate teaching assistants more equally in the future, so that more pupils can take advantage of the high quality support available.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	8				
Percentage	6	47	47				

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

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)		99
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		13

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	1
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

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
	2001	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	9
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (89)	100 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	5
	Girls	9	9	9
	Total	15	15	14
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (83)	93 (89)
	National	85 (84)	89 (88)	89 (88)

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
	2001	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	100 (75)	100 (88)	100 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	98
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	4.5
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	62

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA

Total number of education support staff	NA
Total aggregate hours worked per week	NA

Number of pupils per FTE adult	NA
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	232 288
Total expenditure	227 541
Expenditure per pupil	2 107
Balance brought forward from previous year	9 727
Balance carried forward to next year	14 474

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67.9	32.1	0.0	0.0	0.0
My child is making good progress in school.	60.7	32.1	3.6	3.6	0.0
Behaviour in the school is good.	32.1	53.6	14.3	0.0	0.0
My child gets the right amount of work to do at home.	35.7	46.4	10.7	3.6	3.6
The teaching is good.	71.4	25.0	0.0	3.6	0.0
I am kept well informed about how my child is getting on.	42.9	42.9	10.7	3.6	0.0
I would feel comfortable about approaching the school with questions or a problem.	85.7	10.7	0.0	3.6	0.0
The school expects my child to work hard and achieve his or her best.	75.0	21.4	0.0	0.0	3.6
The school works closely with parents.	64.3	21.4	10.7	3.6	0.0
The school is well led and managed.	60.7	28.6	3.6	3.6	3.6
The school is helping my child become mature and responsible.	51.9	44.4	3.7	0.0	0.0
The school provides an interesting range of activities outside lessons.	28.6	46.4	14.3	7.1	3.6

Other issues raised by parents

Only four parents gave in questionnaires with additional texts. Three were very positive in much of the content, but questions were raised within the four replies about the quality of communication with the school, the provision for physical education, the time spent preparing for national tests, and the recruitment and retention of lunchtime staff. All responses, including those from the parents' meeting, were thoroughly investigated during the inspection before judgements were made.