

INSPECTION REPORT

**EAST COWTON CHURCH OF ENGLAND
PRIMARY SCHOOL**

Northallerton

LEA area: North Yorkshire

Unique reference number: 121488

Headteacher: Mrs. Irene Marwood

Reporting inspector: Ruth Jane Schaffer
23698

Dates of inspection: 27th – 28th May 2002

Inspection number: 230400

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	East Cowton Northallerton North Yorkshire
Postcode:	DL7 OBD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Judith Kilsby
Date of previous inspection:	December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Cowton Church of England Primary School is situated in the small rural village of East Cowton. It is much smaller than most schools of its kind, having 22 boys and 23 girls on roll. Nearly all children who start in the reception class have previously attended the playgroup situated in the school grounds. Children start in September before their fifth birthday. Although a few pupils travel from further afield, most live in the village. The school's roll has fluctuated considerably since the previous inspection and is due to decrease to below 30 in the next academic year because no children are due to start in reception this September. The reduction in numbers means that some staff are temporary or part-time. All pupils are of white United Kingdom heritage and speak English as their first language. The proportion of pupils known to be entitled to free school meals is two per cent, which is below average for this type of school. Twenty-one per cent of pupils have special educational needs, which is average, and of these most have moderate difficulties with learning. None has a Statement of Special Educational need. Most pupils start in the school with attainment above average and are supported in their education at home.

HOW GOOD THE SCHOOL IS

East Cowton Church of England Primary School places a high value on pupils' personal development and their academic achievements. It is successful in its work and, as a consequence, by the time pupils are in Year 6 they attain high standards in English, mathematics, science, and information and communication technology. Their achievements are good. Pupils have very good attitudes to their work and are keen to come to school. Led by the example of the headteacher, much of the teaching throughout the school is skilful. The leadership of the headteacher and governors is good and the school provides good value for money.

What the school does well

- Pupils achieve high standards by the end of Year 6 in English, mathematics and science because teachers successfully challenge their thinking and expect them to do their best.
- Pupils' attitudes to learning are very good and they strongly support their school.
- The school has established the use of information and communication technology as part of the pupils' working day, and so by the end of Year 2 and Year 6 pupils achieve standards above average.
- Very good provision is made for pupils to gain confidence and proficiency in speaking in both informal and formal public situations.

What could be improved

- The pupils' handwriting and the presentation of their work.
- The care with which pupils listen in Years 1 to 5.
- The opportunities for parents to help their child learn to read in Years 1 to 3.

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 improvement since it was inspected in December 1997. Effective action has addressed all the issues. The standard of pupils' work in information and communication technology has been improved considerably. Lessons have clear objectives and the quality of planning is good. Curricular provision is carefully checked, with pupils' progress tracked year by year, and the information shared with governors. The accommodation has been adapted successfully to allow pupils opportunities to have access to resources; the library, although small, is well stocked with good quality books. Training in child protection has been provided and the policy shared with parents. Standards in English, mathematics and science have risen considerably by the end of Year 2 and Year 6.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	B	C
Mathematics	A	A	A*	A
Science	A*	D	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils attain high standards in English, mathematics and science by the end of Year 6. The school is particularly successful in challenging those of highest attainment. It achieves high standards consistently. Its results placed it among the best-performing five per cent of schools nationally in English and science in 1999 and in mathematics and science in 2001. The standard of work seen of the pupils currently in Year 6 is of a similar high standard in all three subjects. The challenging targets the school set itself in 2001 were met, with every pupil attaining the expected level in mathematics and almost everyone doing so in English.

The results of tests for pupils at the end of Year 2 in 2001, were in the top five per cent nationally for reading and writing and this was an improvement on 2000, but only a small number of pupils sit the tests and so fluctuations can be expected. The attainment of those currently in Year 2 is above average in reading, writing and mathematics. The very few pupils who are in the reception class are on track to achieve all the goals set for their age by the end of the reception year, except in letter formation where they are not attaining as well as they should. The early identification and support for those with special educational needs ensures that their achievements are good and often very good, with many attaining the expected level by the end of Year 6. The achievements of all pupils are good and in Year 6 it is very good. Good planning to develop pupils' skills in speaking in formal and informal situations has resulted in pupils speaking much more clearly and confidently than others of their age. However, in Years 2 to 5, pupils do not always listen as well as expected for their age. By the end of Year 2 and Years 6, pupils are attaining standards higher than expected in information and communication technology.

Note: No judgements were made on the standard of work in art and design, design and technology, geography, history, music or physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school. They rise to challenges and try their best at all activities both in and out of the classroom.
Behaviour, in and out of classrooms	Good, and in Year 6 it is exceptionally good. All pupils are courteous to each other and to adults. However, on occasions, pupils do not listen well to teachers' explanations or to others with whom they are working.
Personal development and relationships	Good. Pupils in Year 6 use their own initiative extremely well, and behave very responsibly when not directly supervised. On occasions younger pupils do not pay attention to the needs of others around them.

Attendance	Very good. Attendance is very high in comparison to other schools.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 quality of teaching is good and ensures that pupils learn well. Particular strengths in teaching are:

- very good planning and high levels of expectation, particularly in mathematics and English;
- good use of information and communication technology;
- a good range of teaching methods and variety of strategies to help pupils learn;
- challenging work provided; and
- well-judged help for pupils with special educational needs.

Points for development are:

- teaching of letter formation, handwriting and presentation;
- dealing with inattention in Years 1 to 5 when explanations are being given; and
- lack of organisation in Years 1 to 3 to guide parents on how to help their children at home with their reading.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects contribute to providing a stimulating range of opportunities for pupils to use skills in literacy, numeracy and information and communication technology. A very good number of activities, including learning to play musical instruments, are provided outside of lessons.
Provision for pupils with special educational needs	Good. Their needs are identified at an early stage and work is planned well to meet their needs. Good use is made of special resources, such as coloured overlays that help those with visual difficulties and self-correcting spelling equipment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school's Christian ethos and links with the church provide very well for pupils' spiritual development. While the moral, social and cultural development of pupils is good, the school occasionally misses opportunities to develop the younger pupils' understanding of good citizenship.
How well the school cares for its pupils	Very good. Staff know the pupils very well and have their care and welfare at heart. Records are very well maintained so that no aspect of a pupil's needs is overlooked and the school has very good systems for keeping a close check on pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and	Good. The headteacher sets a very high standard of commitment to the

management by the headteacher and other key staff	aims and values of the school. Clear purpose and vision have achieved significant improvements but some of the difficulties of monitoring the work of such a small school have not been fully overcome.
How well the governors fulfil their responsibilities	Good. The governors are keenly interested, and many are fully involved in the school. They fulfil their legal responsibilities efficiently.
The school's evaluation of its performance	The school has good systems in place to check on its own performance and makes good use of information from national data and its own tests.
The strategic use of resources	Very good. The difficulties arising from the fall in numbers has been managed exceptionally well by expert financial planning and the maximum use is made of available space and resources. The headteacher generally deploys staff very well, but on occasions learning support assistants are not used to best advantage.

The school has a good understanding of how it compares with schools nationally and with those in the immediate locality in order to improve provision. It consults with parents and pupils on some occasions but this could be developed further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children make good progress and are expected to work hard. • The school encourages good behaviour and attitudes, and pupils gain in maturity as they move up the school. • The teaching is good. • The good leadership of the headteacher. • They feel comfortable approaching the school and are well informed about their child's progress. • There is a good range of activities outside of lessons. 	<ul style="list-style-type: none"> • Some parents felt that their child was not given the right amount of homework, and a few thought that their child did not bring a reading book home often enough.

The inspection confirms parents' positive views of the school; pupils are expected to work hard and they make good progress. While the amount of homework set in Years 3 to 6 is similar to other schools, the inspection agreed that improvements were needed to the organisation of reading books and resources that are sent home in the reception year through to Year 3.

PART B: COMMENTARY

Pupils achieve high standards by the end of Year 6 in English, mathematics and science because teachers successfully challenge their thinking and expect them to do their best.

1. The school frequently achieves results in the National Curriculum tests for pupils at the end of Year 6 that place it in the best-performing five per cent of schools nationally in English, mathematics and science. An ethos of high expectations for each pupil has been well established. In addition, a well-planned curriculum, perceptive assessments and good teaching have played their part.
2. The school checks the progress pupils make in its own tests and assessments and sets challenging targets for them to achieve. Tests and other means of assessment have been carefully selected in order to give as much information about pupils' achievements and understanding as possible. For instance, this year the school introduced a better way of assessing pupils' progress in spelling, because teachers had previously found the diagnosis of problems in spelling difficult. Using information from assessments, teachers plan work that is at the right level for each pupil, but added to this is the expectation that tasks should be challenging, ones that pupils have to try their best to achieve. Lessons are planned that reflect the high expectations of teachers and as a result pupils are very productive. From Year 1 to Year 6 pupils' achievements are good and often very good.
3. Children in the reception year make satisfactory progress, but work is sometimes too easy for them, and it is not until they are in Years 1 and 2 that pupils' progress really begins to accelerate. In these year groups, the teacher plans work that effectively builds on pupils' previous knowledge and has high expectations of how much they will achieve in a lesson. For instance, in a literacy lesson that started with a story about a pirate at sea, the pupils were asked to identify the words and phrases that helped set the scene, which in this case was on board a pirate ship. During the initial reading by the teacher and class of the enlarged text, the Year 2 pupils had small white boards to jot down any significant words. This was not an easy task as there could be no help with spellings, but they tackled it with enthusiasm and clearly in other lessons they had developed the skill to listen and write, very similar to note taking, which is not one you would expect Year 2 pupils to have mastered. They all listened intently and those of higher attainment managed to use their knowledge of sounds to make a good approximation to phrases such as 'the waves whispered' while those of lower attainment did the same but some of their spellings were more adrift. They all jotted down enough words and phrases to be memory joggers when they came to write their own pieces about a pirate.
4. Pupils currently in Year 6 are working at a level that matches the high standards of past years. They are on track to achieve the high standards in mathematics and science for 2001 and to exceed the above average standard in English. The pupils in Years 3, 4 and 5 are also achieving well and working beyond the level expected for their age.
5. In Years 3 to 6, teachers plan well to reflect the requirements of the National Strategies for Literacy and Numeracy. Tasks take account of pupils' previous knowledge and build on it successfully. Teachers are knowledgeable about their subjects and inspire pupils through their own enthusiasm. For instance, in a science lesson in Year 6 during a short walk round the school, the teacher helped the pupils to identify a surprising number of different habitats for small creatures and plants.

Perceptive questions led the pupils to discoveries which many would miss. For instance, the teacher pressed them to think out the reason why dandelions grew in an almost perfect circle around the edge of a pile of wood chips. Nearly all pupils in Year 6 are keen readers and writers. They can describe and evaluate the style of an author, for example pointing out one author's use of descriptive passages to create a feeling of mystery. Lower attaining pupils read fluently, although without much expression. They give detailed descriptions of the various characters in their stories and can talk about their personal preferences. In mathematics, by the time pupils are in Year 6 they calculate mental problems quickly and make their own decision as to whether a problem needs the use of addition, subtraction, division or multiplication. They are confident at working out real-life problems using several steps; for instance, working out several long multiplications with pencil and paper they calculated how many loaves of bread might be eaten by the class in their lifetime. Much of the work is of a practical nature which brings mathematics and science to life. For instance, the Year 6 class worked out the area of the playground and the additional area of the reception balcony to understand how to calculate compound shapes. Teachers have developed good strategies to encourage boys to achieve as well as girls. A close look at the reading materials offered and the very good use of information and communication technology in many lessons have helped in spurring boys on. However, in Year 6, the respect pupils have for their teachers' knowledge and the manner in which she presents them with a challenge is the main reason for pupils' good achievements.

6. Throughout the school pupils of all levels of attainment have been well motivated by their individual targets. Pupils all know their targets and teachers refer to them frequently, which encourages pupils to try their best. For instance, pupils in Year 2 were compiling their own project book on a topic that interested them using library books and information found on CD-ROM. One pupil of average attainment, writing a factual piece about her cat, achieved a good account. The teacher pointed to her target that was to write sentences 'that made sense', that is in a logical sequence, and asked if she had achieved it. It was read to the class and they all agreed that it made good sense, much to her pleasure.

Pupils' attitudes to learning are very good and they strongly support their school.

7. Pupils are proud of their school and appreciate the opportunities provided for them both in lessons and in activities out of lesson times. Almost all parents indicated that their child liked coming to school. There is a busy hum from the start of the morning as pupils and teachers greet each other and talk about happenings from the day before. Pupils are given a good range of responsibilities in accordance with their age and they respond to this very positively. A good example is the need for someone to answer the telephone or receive visitors when adults are otherwise engaged in this small school. The older pupils are very familiar with the fact that adults may be busy elsewhere and they deputise extremely well, within the context of the proper safeguards.
8. In the mornings, when children first enter the reception and Years 1 and 2 class, they are eager to see what the day might hold for them. There are interesting displays and resources inside and outside the classroom, particularly on the verandah area which has among other things vegetables growing, a garden shed that makes an enchanting 'house' and a small wood pile to encourage insects. Children are keen to see what might have happened, for instance, to the plants in the time they have been at home. All these young pupils take responsibility for marking themselves in for registration

and checking on what work they have to do. They behave responsibly and are very ready to start their work.

9. In the older classes pupils settle quickly to their tasks and respond well to teachers' expectations that they will work hard. Work is often devised that allows pupils to carry out research in the library or on computers. This is always done very responsibly. During lunchtimes a considerable number of pupils in Years 5 and 6 choose to return to their classes to continue on their own work. The vicar of the school's church, who is also a governor, has introduced the school to a project involving many local schools in the production of a historical reference set out as a 'timeline' for display in the cathedral. A lower attaining pupil, working with one of average attainment, enthusiastically explained the part they were playing in this project. Many of the school's extra activities involve the pupils in the community or in working with nearby schools, which helps to develop the loyalty that pupils so evidently feel. The good range of after-school clubs is well attended and a good number of pupils choose to learn a musical instrument from visiting teachers. During play and lunchtime, the pupils mix very well both by age and gender.

The school has established the use of information and communication technology as part of the pupils' working day, and as a result, by the end of Year 2 and Year 6, pupils attain above average standards.

10. Teachers plan for the use of information and communication technology very effectively, so that pupils get a good amount of practice in using their skills and equally well develop their understanding of the uses or possible limitations of computers and related tools. Pupils from reception up to Year 6 achieve well. Pupils with special educational needs are given good support and their achievements are the same as others. There is no significant difference between the attainment of boys and girls. By the end of Year 2 and Year 6, pupils attain a standard above that expected for their age.
11. From the reception year up pupils have their own file on computer which they can open and to which they can save work. The level of confidence is better than that seen in many schools. Pupils in reception and Year 1 use the mouse with some skill and know how to save and print their work. Year 2 pupils have gained good control of the mouse, so that they can manoeuvre it to create detailed pictures such as one of a spider with jointed legs. They are used to using the computer for research, and understand that they can find the answer to many questions on the Internet. They create text in different styles and have begun to import simple clipart motifs to decorate a page. Pupils of higher attainment produce work set out in a way that takes good account of the intended audience. Those of lower attainment can change the colour, size and style of font. In a design and technology lesson, pupils all took a photograph using a digital camera of the individual fruit salads they had made. They subsequently used the photographs to compare their finished salad with their original designs. Clearly this task would impress on pupils the use of computers in recording information and retaining it for future use. Although sometimes in-putting information incorrectly, Year 2 pupils have begun to learn how to analyse a range of data, which is beyond the expectations for their age range.
12. In Years 3 to 6, teachers plan particularly well for the use of computers in mathematics and science. Pupils build up good knowledge on how to enter data into spreadsheets and how to interrogate that data. In geography, for instance, they produced bar charts to show the variation in population over a 110-year period. Pupils of higher attainment have a good understanding of selecting the type of graph to best suit the information to be analysed, for instance, explaining that a pie chart might be

best for showing the proportion of the village population employed in different jobs in the Victorian age, but that a line graph was more useful to compare the variation in the rise and fall of the heart rate of a boy and girl after strenuous exercise which was work they had done in science.

13. Lessons often provide pupils with opportunities to think out how to carry out their own research and pupils are knowledgeable about the use of the Internet using various search engines. They incorporate their findings into their work in a similar way to their use of library books. A pupil of lower attainment compared the usefulness of the two methods saying that it was quicker to get information from the Internet but that you often got too much. A higher attaining pupil pointed to the great benefit of being able to select pictures to use in one's own work, whereas pictures in books had to be photocopied. Higher attaining pupils use a variety of methods to present poems and stories using lay-out, pictures and font type to best advantage. Those of lower attainment have the same skills but on occasions make the wrong choice to present the text in the best way. By the end of Year 6 pupils can combine their knowledge in mathematics to solve problems such as deciding to use a spreadsheet to find out the proportion of money spent by six family members on a week's holiday or entering a formula to calculate a multiplication pattern. The principles of control technology are taught well and pupils can respond to problems such as entering the correct sequence of commands to control the flashing sequence of a lighthouse. This activity was engrossing the pupils during one lunchtime. They worked well together, with those with most knowledge in Year 6, sharing it with others in Year 5 who were struggling. This method of working benefits both groups of pupils: those explaining having to put their knowledge into words, while those being helped making quicker progress than if they had to rely on adults. The school has improved greatly in the teaching of the subject, since the previous inspection when the standard of work was too low.

Very good provision is made for pupils to gain confidence and proficiency in speaking in both informal and formal situations.

14. Children in reception are on track to exceed the expected levels in speaking by the end of the reception year. They have a good number of words at their disposal and most speak clearly, although not always with confidence. There are very good opportunities in the reception year for children to develop their skills and to communicate with each other and with the older children in their work and play. Teachers and classroom assistants encourage children to take the initiative, for instance when choosing the roles in the 'seaside shop' in the outdoor play area. Adults develop children's speech well by questioning or asking for an explanation at a relevant moment. In Years 1 and 2, there are lots of opportunities for children to explain their work and to talk in small groups or in the whole-class group. The teacher models good diction and vocabulary in whole-class sessions and when speaking to individuals. She asks pupils to repeat themselves if their diction is not clear, sensitively correcting an error or lack of clarity with a question such as "did you mean...?" After reading a story about the sea, the teacher developed pupils' vocabulary and use of sentence structures orally very effectively. Questioning and refining a pupil's response resulted in the following sentence: "He saw a shimmering sparkling stone in the bottom of the water, but it turned out to be a fish when he tried to pick it up." This good development of pupils' use of vocabulary and sentence structures helps not only their speech but also their written work.
15. In Years 3 to Year 6, teachers continue to plan well for the development of pupils' confidence in speaking, through the use of a wide range of vocabulary and a

familiarity with different modes of speech. Pupils practise plays, recite poems, read out their own writing and make explanations of how they have carried out investigations. In discussions and in the school's debating circle, they learn to put forward a proposition and to develop a reasoned argument. By the time they are in Year 6, they are confident to speak in front of an adult audience, for instance when taking part in a church service or celebration. A very good example of their skills was seen during an assembly when Year 6 dramatised the teachers' account of the events in the life of Saul and David from the Old Testament. The teacher set the scene and occasionally intervened. Pupils took on the roles of the major characters or spoke as narrators in a play that had only been partially rehearsed and for which speaking parts needed ad libbing. Their diction was clear, and they chose fitting words and often managed to enthral their audience with their interpretation of their part. As a story mainly concerning male characters, the boys took on most of the major roles but, although higher attaining pupils were significant in the play, those of lower attainment also played their parts well. No one lacked confidence or failed to participate fully.

WHAT COULD BE IMPROVED

The pupils' handwriting and the presentation of their work

16. The pupils learn to write using a joined hand in Year 1. A good number of pupils achieve a legible, well-formed and flowing style of handwriting by the time they are in Year 4. However, there are a number whose style is not well developed, and others who do not take care with their writing and the way in which they present their work, including pupils in Year 6.
17. When children start in the reception they are taught, through a range of good strategies, to recognise the sounds and names of the letters of the alphabet. They learn to say these at a good rate and by the time they finish in the reception year most know all of the letter sounds of the alphabet and some of the sounds that join together to make a new one such as 'sh' and 'ch'. At the same time they are taught to form letters in the correct way, but much of this work is done on a range of different worksheets, some of which are helpful and others less so. Often when making a row of letters, the last letters are less well formed than the first. Children are not given enough opportunities to practise retracing vertical lines and making sure that they can control the pencil in a clear anti-clockwise movement. They sometimes paint letters, a good strategy to help young children gain fluency in making the right movements for producing letter shapes. However, the brush is often too thick and the paint too runny, and as a result their efforts are not very successful. On occasions, children copy small words that have joined letters and on others they copy printed words; this inconsistency means that they are not building on previous achievements. They learn to control pencils, crayons and other similar implements when colouring in pictures, but sometimes choose the wrong tool for a job, for instance, colouring in a large space with a fine pencil crayon that results in a scrubbing movement.
18. In Years 1 and 2, pupils practise a joined hand in handwriting exercises but often revert to writing without joins in other activities. Those of average and higher attainment gradually use a joined hand more consistently and often produce well-formed letters joined correctly. Those of lower attainment receive extra help to form their letters and gradually make progress in writing legibly. However, they do not receive enough practice in activities such as drawing, or working without the restriction of a worksheet and, as a result, letters are often formed with spidery uncontrolled lines. In Years 3 to 6, pupils write profusely and enjoy writing. Teachers

correctly focus on the content of what is written rather than the style of handwriting or the presentation. However, even in Years 5 and 6, pupils sometimes write headings in which a mixture of capitals and lower case letters is used; headings are often not underlined and in mathematics when creating a table or diagram, lines are often drawn without the benefit of a ruler. Pupils' work is sometimes illustrated by drawings that are unfinished or of a low quality. In mathematics, pupils jot down their calculations in order to work out problems and in these cases speed rather than neatness is in order; however, on occasions calculations go astray because it is not clear which column is to be used. While teachers make perceptive comments to help pupils improve their understanding of the work they have done, they do not point out the ways in which presentation and handwriting could improve.

The care with which pupils listen in Years 1 to 5

19. In Year 6, the teacher gives clear guidelines as to when it is time to listen and when it is not necessary and, as a consequence, pupils listen very attentively to their teacher, and to each other. In other year groups, pupils behave well and are courteous to each other and to adults but they do not always listen well at times when they should.
20. There are two classes in which teachers plan activities for three different age ranges, and within that there is often different work for those of higher or lower attainment. This sometimes necessitates explanations to one group or another for a short time, while others have to wait. Teachers in both classes have very good relationships with the pupils but sometimes they allow inattention from those pupils to whom an instruction is not intended. This sets up a bad habit, with pupils switching off when their group is not central to the teaching. For instance, in the reviewing of the morning's learning in the reception, Year 1 and 2 class, the teacher chose to focus on the letter sounds learnt by the reception children that day. She asked good questions to reinforce their learning and to assess how well they knew the sounds. The Years 1 and 2 pupils did not listen well, even though some of them would have benefited from revisiting this learning. They were not disruptive, but they did not gain anything from the session because their attention had wandered and it allowed them to think that there were times when they could be inattentive. In a numeracy lesson in Years 3,4 and 5, the teacher finished with a game that relied on good listening, each pupil listening for the multiplication fact that made the start number of their card, until all had had a turn. Pupils can speed through this game if they listen intently. In this lesson, the teacher quite often had to jog a pupil to get them to participate, not because they found the calculations difficult but because they were not paying close attention.
21. Most pupils behave very well, but a few have difficulties in controlling their behaviour as well as others do. These pupils lack good skills in listening and sometimes want to put their opinions, or to have the attention of the whole group, when it is not their turn. The lack of clear guidelines as to what is expected by teachers when pupils work in pairs, as a group or as a whole class means that on occasions they need more help than should be necessary from an adult to behave properly.

Parents are not given enough opportunities to help their child learn to read in Years 1 to 3.

22. The school provides parents with information on helping children learn to read when they start in the reception year. Books are sent home every day, but there is no regular pattern as to when they have been changed in school and some pupils have the same book for too long. Children in reception and those in Years 1 and 2 have a

book bag and a small reading diary in which parents and school staff can communicate. Reading books are changed, on days when there is time for this to happen, by the classroom assistant. Without the structure of a set day, this tends to lose momentum. If a child does not bring their book back to school on the day when it is to be changed, then it might stay the same for some time. This results in the child and parent losing interest.

23. The books that go home are of varied quality. Some have good story lines and pictures to help pupils enjoy their reading and learn to talk about the story, while others concentrate on building up the pupils' skills in using letter sounds. Some of these books are out-dated and have limited appeal. The school does not explain the different purposes of these books in the home reading diary to guide parents in the way they support their child's efforts. Key words for reception and Year 1 children to learn are also sent home on occasions, but the programme for this is not clearly structured and the quality of the resources is limited. From the questionnaires sent out and from parents' letters, it is evident that while they are very willing to participate in their child's learning to read, some would like more opportunities to do so.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to build on the school's many strengths, the headteacher, staff and governors should:
- 1) improve the pupils' handwriting and the presentation of their work by:
 - broadening the range of strategies for teaching letter formation and implementing national guidance in the reception year; and
 - raising teachers' expectations of pupils' handwriting and presentation in Years 2 to 6, while maintaining pupils' enthusiasm for writing;
 - 2) raise standards in listening of pupils in Years 1 to 5 by providing pupils with clear guidance as to what is expected in these year groups, using the good practice in Year 6 as a model;
 - 3) improve the opportunities for parents to help their children learn to read by:
 - formalising the arrangements for sending reading books home; and
 - providing better books and resources.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	4	5	0	0	0
Percentage	0	18	36	46	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than nine percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		45
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	Yr – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		9

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	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.4
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.

The data regarding the pupils' performance at the end of each of the Key Stages 1 and 2 is not provided as it refers to a very small number of pupils.

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	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	15
Average class size	15

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	22

Financial information

Financial year	2001
	£
Balance brought forward from previous year	10161
Total income	145273
Total expenditure	140305
Expenditure per pupil	2551
Balance carried forward	15129

Recruitment of teachers

Number of teachers who left the school during the last two years	0.9
Number of teachers appointed to the school during the last two years	0.6
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	65	32	3	0	0
Behaviour in the school is good.	65	32	0	0	3
My child gets the right amount of work to do at home.	39	35	19	0	6
The teaching is good.	68	29	0	0	3
I am kept well informed about how my child is getting on.	61	29	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	87	10	3	0	0
The school expects my child to work hard and achieve his or her best.	73	23	0	0	3
The school works closely with parents.	68	16	13	0	3
The school is well led and managed.	81	13	0	0	6
The school is helping my child become mature and responsible.	71	23	6	0	0
The school provides an interesting range of activities outside lessons.	52	45	3	0	0

The parents' meeting was attended by a similar number of parents to those who returned the questionnaires. Their views were very much in accordance with the views indicated above, except that parents at the meeting were all happy with the way homework was provided.