

INSPECTION REPORT

UGBOROUGH PRIMARY SCHOOL

Ugborough, Ivybridge

LEA area: Devon

Unique reference number: 113331

Headteacher: Mrs J. Mackay-Marks

Reporting inspector: Mrs R. Harrison
OFSTED Inspector Number: 18059

Dates of inspection: 7th - 8th May 2002

Inspection number: 237816

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ugborough Ivybridge Devon
Postcode:	PL21 0NJ
Telephone number:	01752 892489
Fax number:	01752 691460
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Margaret Lawson
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18059	Mrs R. Harrison	Registered inspector
19338	Mr G. Ellis	Lay inspector
11976	Mrs H. Toyndee	Team inspector

The inspection contractor was:

Lincolnshire Education Associates

The Innovation Centre
Europarc
GRIMSBY
North East Lincolnshire
DN37 9TT

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 - 15
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ugborough Primary School is a smaller than average primary school providing a full time education for 132 pupils aged from 4 to 11 years. Many of the children travel in by bus from the villages of Moorhaven and Bittaford. The locality reflects above average social circumstances. There are four pupils who speak English as an additional language and this is higher than most schools. Five children (4 per cent) are eligible for free school meals and this is below the national average. There are twenty-eight children (21 per cent) on the register for special educational needs, broadly in line with the national average. One of these children has a statement of special educational needs and this number is below the national average. The number of pupils leaving or joining the school other than at the start of the reception class varies from year to year, (14 per cent in the last year and higher than average). The attainment on entry to the Foundation Stage is generally above that expected for children of this age.

HOW GOOD THE SCHOOL IS

This is an effective school providing an overall good standard of education for all of its pupils. The school's very strong caring ethos reflected in its day-to-day work, enables pupils of all abilities to achieve well. The school is led and managed well, and the overall good teaching helps pupils' achieve standards that are generally above average by the age of eleven years. Valuable and effective support from the governors and the majority of parents contributes to the school's success. Relationships throughout the school are very good and the pupils have very positive attitudes to learning. They benefit from a broad, balanced and well-organised curriculum. The school gives good value for money.

What the school does well

- Pupils make good progress and standards are above average overall. Standards are well above average in English, mathematics and science.
- The overall quality of teaching is good supported well by a broad curriculum and effective target setting for pupils.
- Good leadership and management from the headteacher results in effective teamwork whereby all members of the school community play a valuable part in ensuring the school's continued improvement.
- As a result of very good provision for spiritual, moral, social and cultural development, the personal development of pupils is very good. Pupils have very positive attitudes to learning, in an environment where relationships are very secure, where people show respect for each other's views and where children feel valued.

What could be improved

- Improve teaching by raising expectations of what the highest attaining pupils achieve in some lessons.
- Improve the information parents receive about the work their children do and the progress they make; develop further the involvement of parents in the general life of the school including decision making that impacts on their child.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in November 1996, significant effort has gone into addressing effectively the key issues identified in the previous report, and into maintaining the identified strengths of the school. Standards in English, mathematics and science have improved steadily. Overall improvement has been good and the school is well placed to improve further.

Effective schemes of work guide teachers' planning, and all teachers have taken up appropriate training to help deliver the curriculum well. Planning appropriately matches the recommendations of the Foundation Stage curriculum. These improvements have been led diligently by the headteacher, and provision is now good. Effective monitoring procedures, led by all key staff, enable subject co-ordinators to support colleagues and review the standards pupils achieve through regular scrutiny of their work in lessons and in their books. Assessment in English, mathematics and science and information and communication technology (ICT) is rigorous. The information gathered enables better target setting for individual pupils.

Accommodation has improved, and plans are in place to develop the play areas further, especially for outdoor play for children under five. The use of the village hall is being maximised to increase the school's capacity to accommodate assemblies and physical education more effectively. The extra classroom space has allowed the

school to establish a new teaching post thus adding to the expertise available in sharing responsibilities, and freeing up the headteacher to take on monitoring roles more diligently.

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	C	A	C	D
mathematics	E	C	A	A
science	B	C	A	A

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

Overall cohort sizes are fairly small and vary from year to year. In addition, a significant number of pupils join the school other than in the Foundation Stage. The numbers of pupils with special educational needs also fluctuate from year to year. As a result of all these circumstances, it is not always reliable to compare standards from year to year.

The school has successfully sustained steady progress over the last three years and standards in English, mathematics and science are well above average, by the time pupils leave the school at the age of eleven. Improvement is broadly in line with the national trend.

National Curriculum assessments in 2001 for pupils aged seven were very high in reading, mathematics and science, when compared with schools nationally. Test results were well above average in mathematics and science for pupils aged eleven years. The school attributes the fall in standards in English in that year to insufficient emphasis on developing good extended writing skills. Lower than the expected number of pupils attained the higher Level 5 in 2001, in English, compared with mathematics and science. Appropriate strategies are in place to resolve this weakness. When compared with schools where a similar percentage of pupils are eligible for free school meals, standards are above average overall. Inspection evidence based on work seen, shows that standards attained by pupils who are in the school for all their primary schooling to be well above average. For a significant number of pupils who have not been in this school throughout their primary education, evidence confirms their standards to be above average.

Children under five come into school with above average attainment. Pupils benefit from the very secure relationships they form with peers and staff and are confident learners. This good learning continues in the junior classes and many pupils are inspired to work independently because they enjoy learning. By the time they leave the school, attainment is well above average in the core subjects for a significant majority of pupils. These gains stem directly from teaching that is generally good, and from the good assessment and monitoring procedures in place. Targets in English and mathematics are continually set and reviewed for individual pupils, groups and classes and the whole school. The information gained through careful analysis of all assessment data allows the school to set achievable targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very happy at school and are keen to work hard.
Behaviour, in and out of classrooms	Good. The school has very little incidence of exclusion. Pupils are courteous and show respect for others. Staff and parents have high expectations of good behaviour and the vast majority of children respond well.
Personal development and relationships	Relationships within school are very good. Pupils and adults show great care and kindness towards each other and pupils are keen to take on responsibilities.
Attendance	Satisfactory.

Pupils' attitudes, behaviour, personal development and relationships enable them to feel safe and secure at school and they are happy to learn from all that is offered to them.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Thirteen lessons were observed during the inspection. Three lessons were satisfactory, six were good and four very good. The very good teaching was in the junior classes. In these very good lessons, pupils were fully engaged in their learning, work was challenging and they had very good opportunities to ask and answer questions. Because of the teachers' high expectations, progress was very good.

The teaching of English and mathematics is generally very good. Basic skills of literacy and numeracy are taught well and pupils apply these confidently across other subjects. Teachers' secure subject knowledge, planning and assessment strategies enable them to meet the needs of the vast majority of pupils effectively. The school also maximises the commitment and expertise of support staff and volunteers who work with pupils across the ability range. Whilst the direct teaching of children in the Foundation Stage is generally good, in a few lessons, groups of children who are not the focus of direct adult support, sometimes make limited progress. In some other observed lessons, expectations of the higher attaining pupils were limited by the tasks set. This lack of challenge resulted in them achieving below their capabilities.

Learning is good overall. Pupils work hard and try their best to meet their teachers' and their own expectations. They are generally clear about the targets they have been set and are often reminded to check their work against these expectations through some supportive and constructive marking by teachers. Pupils of all ages and abilities are confident learners and are quick to respond to positive acknowledgement of their hard work and effort. Their attentiveness to staff and each other's presentations is generally good. Sometimes, when teaching lacks pace or the presentations from teachers are too long, a few pupils do find it difficult to concentrate and contribute effectively. Pupils show a very caring approach when helping each other to achieve to the best of their ability, and the paired reading system, where older pupils help the youngest children, is particularly useful in building children's interest in books.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Children in the Foundation Stage experience good learning opportunities as they work alongside pupils in Year 1. Provision is made to include all pupils on trips to places of interest. Good extra curricular provision and visitors to school enrich the curriculum well. Pupils in the infants and juniors are enthusiastic about their residential visits.
Provision for pupils with special educational needs	Good. Early identification of special needs enables staff to set targets and plan appropriately. Progress is monitored regularly. The school works in close partnership with parents and other agencies to ensure the right help is provided to support each child with appropriate sensitivity.
Provision for pupils with English as an additional language	Although a small number of children are from homes where English is not the first language, they generally speak English well. Teachers ensure their progress matches that of their peers. Provision is good.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good and is implicit within the day-to-day work of the school. Provision for their spiritual, moral, social and cultural development is very good. Adults act as very positive role models. Relationships throughout the school are very good.
How well the school cares for its pupils	Good overall. Provision for child protection and pupils' welfare is very good. Very good assessment procedures in the core subjects and their consistent use by all staff ensures that work matches needs of most pupils effectively. Assessment in the other curriculum subjects is informal but satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good management and leadership from the headteacher result in effective teamwork. The school has addressed all the key issues from the previous inspection effectively. There is a purposeful approach to raising standards and creating a happy caring school where pupils are encouraged to work hard.
How well the governors fulfil their responsibilities	Governors are effectively involved in the work of the school. They understand its strengths and areas for development well, sharing the strong commitment to make improvements that benefit all pupils. They monitor the school's performance and financial resources well.
The school's evaluation of its performance	Good evaluation of test results and other information are used to monitor progress and identify areas for development. The school is fully aware of what needs to be done to raise its performance, and the development plan is used effectively to steer improvements systematically.
The strategic use of resources	The school maximises its resources to ensure it achieves 'best value' in all its work. Spending is targeted carefully to improve the school environment and develop the curriculum. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Pupils behave well and take good care of each other.• Teaching is good and the school expects children to work hard and do their best.• The school is successful in enabling children to become mature and responsible.	<ul style="list-style-type: none">• The range and availability of activities that the school provides outside lessons and inter-school events.• Parents do not always know how well their children are getting on and homework is not used consistently.• Closer working relations with parents including improved communications.• Leadership and management.

The inspection team fully endorses the parents' positive views. Leadership and management in the school is good. Opportunities to provide better curriculum information and engage with parents more effectively are being considered. Written reports to parents are being refined to provide clearer information about children's progress. Homework levels are in line with other schools. The school provides a good range of activities for pupils in the junior classes and, whilst there are fewer opportunities for children in the infants, this is similar to other schools. Inter-school links are satisfactory for a school of this size and its location.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress and standards are above average overall. Standards are well above average in English, mathematics and science.

1. Since the previous inspection, standards have improved steadily. Results from the National Curriculum Test and assessments are generally well above average in Years 2 and 6, in English, mathematics and science. In 2001, results in English show a decline in the numbers of pupils attaining the higher Level 5, compared to those achieving this level in mathematics and science. The school recognises that this was as a direct result of insufficient emphasis being given to developing extended writing skills. Pupils make good progress in these core subjects. Progress over all the subjects is always at least good for the vast majority of pupils. Pupils with special educational needs also achieve well, because time and attention is given to support each individual pupil well to reach targets in their individual education plans.
2. Pupil cohorts are relatively small for a primary school. Whilst the overall attainment on entry is generally above average, it does fluctuate depending on the numbers of pupils who, in any year group, may be identified as having special educational needs. In addition, the school has a relatively high number of pupils who enter the school at times other than the Foundation Stage. The pupils who start in the Reception Class make consistently good progress, and many make very good progress in the core subjects. Any variations that occur are attributable to the relative size of the cohorts in the year groups and the proportion of children identified as having special educational needs. The school places great emphasis on ensuring the effective integration of children of all abilities. Gains made in standards reflect the school's good improvement in planning, assessment and monitoring procedures. This monitoring has highlighted the need to improve pupils' writing skills across the school, and effective strategies are in place to review progress. In addition, this diligent monitoring has also identified the need to support higher attaining pupils more effectively. ICT skills are built in well to teaching and standards here are above average.
3. Children in the Foundation Stage make good progress as they work alongside pupils in Year 1. Generally work is matched well to their needs, and many children are confident to embark on literacy and numeracy work that is above the level expected for their age. They enjoy a wide range of good opportunities to talk and explore ideas, and they are generally keen to please. For example, one child had spent valuable time at home collecting items that reinforced the 'letter sounds' they were practising in class, and had further labelled these items in writing that was of a very good standard. In literacy and numeracy time, a good number of children are able to concentrate well and apply prior learning effectively in new work. For example, pupils in a numeracy lesson in Year 2, were very eager to consider which operations they needed to apply to solve problems that required more than one step. Many of them are confident and articulate, and demonstrate a good range of vocabulary when talking or writing their ideas down. For example, many were able to talk quite maturely about re-cycling of waste materials, and where they had seen re-cycling bins of various colours. A few children, who are less confident to engage in whole class discussions, are not always integrated well in presentations.
4. The standards achieved by seven-year-olds are well above average in English, mathematics and science. From the work seen in pupils' books, standards are clearly above average, but in discussion with pupils, attainment is well above average, because they have a good general knowledge base. It is evident they listen and observe well and, whenever appropriate, they use

this information base effectively. For example, pupils in a numeracy lesson in Year 2, had a good range of strategies to hand when adding or subtracting two-digit numbers. Literacy and numeracy skills are developed step-by-step, and most children are confident in these areas, applying well their prior knowledge and understanding to new learning.

5. By the end of Year 2, children read and write confidently, composing good coherent sentences and simple punctuation is used fairly accurately. Listening skills are of a high standard and pupils are encouraged to express ideas and offer suggestions in the shared class activities. Pupils, who are less confident, are supported gently by staff and peers, and individual help is given to enable them to achieve well. The school's approach to reading includes regular practice in school and at home. More time to hear individual readers would ensure that pupils do not just develop technical reading skills but understand and can explain what they are learning. The paired reading time usefully supports reading development, and young pupils engage in this enthusiastically. There is consistent development of pupils' ability to build words and many opportunities to enjoy books. Their range of writing is improving and is good. Pupils extend their skills to other subjects effectively, for example writing accounts in history, and summarising investigations in science. Numeracy skills are developed effectively step-by-step. Pupils learn a range of strategies to solve problems and acquire secure approaches to calculating number operations, both in effective oral sessions and in practical exercises. They apply their numeracy skills in other subjects confidently.
6. By the end of Year 6 standards in English are well above average. The good progress seen in the infants is successfully sustained. By the age of eleven, pupils have well above average reading skills and they read with fluency and expression. Pupils read confidently, drawing relevant information from texts to support their ideas, for example, in looking at climate and environmental issues in the work on Africa. Their skills in reading are used effectively to research topics and discover different viewpoints as when reflecting on resource material on the World War 2 topic. Here, effective use of books and ICT enables those pupils who are really keen to go beyond the tasks set. The pupils use a wide vocabulary in their factual accounts and their story telling.
7. Standards in mathematics for current pupils are well above average by the end of Year 6 and this also is an improvement since the last report, when standards were above the national average. The school has implemented the numeracy strategy very well and improvement in the subject has been very good. Pupils acquire a good understanding of the key processes they need to apply in various contexts and take care to work answers out accurately and with reasonable explanations. Number skills, including mental mathematics, are particularly good and pupils enjoy the challenge rapid thinking provides in the sessions at the start of numeracy lessons. Good use is made of numeracy skills in science. The use of ICT to support data handling and recording has improved significantly since the last inspection.
8. Standards in science for current pupils are also well above average by the time they reach the end of Year 6 and this is an improvement since the previous inspection. Development of the subject has been good. The revised work scheme places greater emphasis on teaching skills, not just facts, and children apply prior knowledge well to new situations. They are challenged to think carefully about their ideas and offer explanations for their answers. These high expectations support learning effectively, and the highest attaining pupils enjoy finding out more about topics in their own time. For example, pupils in Year 6 understand very well the long-term implications off de-forestation and greenhouse gases on the environment. They articulate well reasoned arguments on how to address such issues at a local and global level. Pupils in Year 1 were equally confident to reflect on 'litter and rubbish' in a literacy lesson where re-cycling was

the key message. In a physical education lesson in Year 3 pupils understood well the importance of exercise in sustaining a healthy body. Similarly, in a science lesson they linked the role of plants in food chains very confidently and were very aware of how plants support all life. Effective use is made of ICT to support teaching, and pupils carry out recording and research tasks using computers regularly.

9. Although there was insufficient time to look in detail at other subjects, the work seen indicates that standards are at least good. Standards in music are good, and pupils make very good progress in performance skills. The singing and orchestral playing in the assembly was of a very good standard. Some good work was seen in history and geography across the school. Teaching in PE is still restricted by the lack of the range of apparatus normally found in appropriately equipped halls. Extra-curricular provision is good and supports this subject well. Competitive sporting fixtures with other schools are arranged wherever possible, although these are sometimes limited by transport arrangements required to accommodate the geographical situation of the school.
10. Improvement in standards results directly from continuous hard work by all staff. Subject co-ordinators have put great energy into developing their subjects, refining previous work, and all subjects now follow schemes of work consistently. The headteacher and subject co-ordinators regularly monitor planning, teaching and learning, supporting improvements for individual groups where necessary. Very good assessment procedures and regular moderation of pupils' work highlight what children know and what they need to do next to improve in English, mathematics and science. Work in other subjects is monitored informally, but teachers know their pupils well, and support is provided effectively.

The overall quality of teaching is good and supported well by a broad curriculum and effective target setting for pupils.

11. The overall quality of teaching is good. Thirteen lessons were seen during the inspection of which four were very good, six were good, and three satisfactory. This good teaching is largely due to the effective leadership and management of subjects, and the continued commitment to hard work by all staff in the school. They are keen to help pupils achieve well, and pupils appreciate all that the school does for them by responding very positively at all times. The teaching of English and mathematics and science is very good and the key skills of literacy and numeracy are taught very well. This is a major factor that contributes to the very good standards pupils generally achieve.
12. Since the last inspection, work schemes have been reviewed and teachers' planning is thorough, paying due attention to the development of skills as well as ensuring knowledge and understanding develop well. Teachers are clear about what is being taught and learning targets are shared with pupils of differing abilities. Children generally understand well what they are learning and why. They are encouraged to think about what they already know and are helped to build on this prior knowledge through very skilful questioning. Teachers encourage them to listen and talk and the majority of pupils enjoy these dialogues. Because a large number of pupils have a wide general knowledge, they are generally confident, and articulate ideas or views they have on specific issues well. Those who are less confident are encouraged to speak in smaller groups. Where support staff are available, they are used very effectively to help individual or small groups of pupils. For example in a numeracy lesson in Class 2, pupils explained very sensibly what strategies they used to short cut two digit addition and subtraction sums. Where pupils became confused, they sought help from the teacher and the two classroom assistants, all of whom supported the requests sensitively. In an English lesson in

Class 4, pupils were very keen to talk about the skills they would need to deploy when marketing new products to consumers. Here, the teacher carefully wove into the lesson work pupils had done on environments and habitats. As a result, some of the pupils' ideas were very well thought through. Such cross-curricular links prevail across other subjects and make learning more 'joined up' for children. A further benefit is that teachers plan units of work that complement each other well, thus maximising the time available for each subject. Because children see learning as a continuum, they make better sense of the wide range of experiences offered to them. For example, the recent visit to the 'Eden Project' generated interest in science, geography, and environmental issues thus contributing well to pupils' moral and social development.

13. Throughout the school, pupils learn effectively. Teachers ensure lessons are interesting, involve all pupils appropriately and every child is made aware of the expectations placed upon them to work hard. In two lessons in the Foundation Stage, judged to be satisfactory overall, children were presented with too long a period to listen and concentrate. Whilst learning was generally sound in these lessons, a few pupils disengaged from the presentation and the progress they made was limited. The pace of lessons is generally good. In the lessons where this was not the case, or the work was not sufficiently challenging for pupils of all abilities, a few pupils became distracted. These pupils did not respond positively to the work set and interrupted the general flow of the lesson, by talking out of turn or over other pupils. Teachers place good emphasis on children learning to think for themselves, and develop good organisational skills. Children in the Foundation Stage are encouraged to organise themselves and get on with the activities provided, sensibly and efficiently. By the time pupils reach Year 6, they are expected to plan their own time in which to complete tasks, and work with others where appropriate. Because relationships are very good, most pupils have no difficulties working together, and seeking help from each other and from adults.
14. Pupils are diligent in their studies, and are keen to learn. For example, a lunchtime orchestra practice, involving twenty-two pupils gave them a chance to share their musical skills with others. The volunteer helper led the rehearsal enthusiastically and pupils worked hard during this session. Good behaviour and genuine enthusiasm for learning, inspired by good teaching, help pupils remain interested. They enjoy being praised, and show respect for each other by listening to everyone's views and offering constructive help and advice to each other. When given opportunities to work independently or in unsupervised groups, most pupils settle very quickly to work, and take every care to not disturb others. A few find it difficult to concentrate for long periods of time, and this limits the progress they make in some lessons.
15. Good use is made of day-to-day assessment to plan teaching, and procedures are applied consistently across the infant and junior classes. Marking is often very supportive and constructive, giving guidance as to how pupils might improve their work. Homework is generally used satisfactorily to support class work. Teachers gather relevant and helpful data to monitor progress and targets set for English and mathematics are reviewed each term. Information about children in each class is passed to the teacher they move on to, and is regularly shared with parents. Standards have improved because, as a result of this monitoring, a clear picture builds up of pupils and their achievements, and of curriculum areas where more work may be required to improve teaching and learning. For example, writing is being targeted as an important area for development this year, and appropriate training for staff is included in the action plan.

Good leadership and management from the headteacher results in effective teamwork whereby all members of the school community play a valuable part in ensuring the school's continued improvement.

16. The headteacher diligently took on board the challenges identified by the previous inspection and has led the school effectively in addressing all key issues. Not only has school improvement been good, but also there is clear direction in the School Development Plan to ensure continuous improvement. In close partnership with staff and governors, she has enabled the school to provide a good standard of education, within an environment where children feel well cared for and happy. The vast majority of parents acknowledge the quality of education their children receive and are happy with what the school provides. The headteacher's commitment aligned with her clear understanding of what needs to be done, have established her as a positive role model in the support and guidance of the work of others.
17. Key staff make good contributions to the development of their areas of expertise. As a result of a systematic review of the curriculum, staff development issues are being resolved successfully. All subject co-ordinators, in partnership with the headteacher, regularly review planning, teaching and learning, and are generally clear about the quality of work children produce, especially in the core subjects. Through this consistent approach to monitoring, areas requiring attention are easily identified, and teachers receive helpful and supportive feedback from the headteacher and other colleagues. Effective use is made of assessment procedures to help teachers set appropriate targets for improvement, and this practice effectively supports the raising of standards in English, mathematics and science. Standards in other subjects are monitored informally, but teachers do know their pupils well, and guide their progress to ensure they achieve well throughout the school.
18. The Governing Body, chaired by a very hard working and dedicated member, carries out its role well. Governors take a keen interest in the welfare and development of staff and pupils, and most are very committed to supporting the work of the school. Many governors regularly visit the school to monitor work in classes and engage in constructive dialogue with staff. In this way they have a good overview of the day-to-day work in the school and are tuned into any concerns and issues staff or parents might have. They understand well the school's strengths and areas for development. Governors ensure the school development plan, that they are instrumental in devising, has adequate resources allocated in order to be implemented effectively. They have a clear view as to what are the current priorities. Wherever possible, governors seek additional grants and funding, all of which are then used effectively to speed up improvements. For example, suitable money was secured to provide an additional classroom and improve the school environment.
19. The school has recognised the need to improve communications with home and school, following recent consultations with parents. There is a clear commitment to provide parents with better information about the work their children cover each term in lessons. Whilst the school sends out information to parents about the progress their child makes, this is being refined to provide clearer guidance on pupils' strengths and areas for improvement in every subject. This is to better enable parents to share in the targets their children are asked to achieve as they move through the school. The school regularly encourages help from parents to assist in classrooms. This help is much appreciated, especially in supporting pupils' individual reading skills and work in practical activities.
20. The school regularly reviews its performance and sets achievable targets because time is taken to assess individual pupils' capabilities. The commitment to meet the needs of each child is

good, reinforcing the school's clear principles to address social and educational inclusion issues sensitively. The school gives good value for money.

As a result of very good provision for spiritual, moral, social and cultural development, the personal development of pupils is very good. Pupils have very positive attitudes to learning, in an environment where relationships are very secure, where people show respect for each other's views and where children feel valued.

21. In an environment where people care for each other very well, children are made very aware of their responsibilities to always try hard. As members of the school community, they are encouraged to consider what they can do to help others. For example the 'shared-paired reading' time helps the youngest pupils to feel cared for, and provides the oldest pupils with the responsibility to support the development of their younger peers. The children in Class 1 were eager to meet with their partners, waiting with anticipation to share new books and be read to by friends they look up to. Pupils are expected to show respect for the views and beliefs of others, and have very positive role models in the adults who work with them in school. They take opportunities to raise funds for charity, perform musical events for others in the area, and help friends and peers in lessons. They are proud of the school, and are keen to relate this to visitors.
22. The vast majority of pupils enjoy school and, from the Foundation Stage onwards, they are shown how to behave and reminded of the impact their behaviour has on others. Provision for their moral development is very good, and from an early age children know between right and wrong. Expectations are high, but through gentle reminders and careful guidance, pupils quickly become mindful of the needs of others. For example, children with special educational needs are treated with appropriate kindness and patience when they sometimes struggle with tasks when placed in mixed ability settings. A good example was observed in a PE lesson in Year 3, where a few 'lively' pupils worked alongside more self-disciplined peers in group activities where each had a part to play in solving the task. Pupils are encouraged to work without direct supervision and, once it has been made clear what is required, they settle quickly and work well independently. At the same time, relationships are so secure that pupils are not afraid to seek help and know that they will be listened to. During the inspection, whilst children were not shy, neither were they forward or discourteous. They are friendly and polite, listen carefully and engage in mature dialogue about the positive aspects of being in this school.
23. The school provides very well for pupils' spiritual development. Teachers give pupils time to reflect on feelings, for example, from the literature they study, from art and music lessons, and from time given to thinking about others during assemblies. They are very aware of the world they live in and appreciate the value of natural resources such as woodlands. A number of pupils have been involved in tree planting on the school site, recognising how they have played a part in landscaping for the future. They also have time to reflect on the richness and diversity of other cultures and communities through a good range of visits offered by the school. Provision for pupils' cultural and social development is good. Celebrations in the school are seen as important social events, for example, the whole school go to a local working farm to share a harvest festival, made all the more real for being in such an appropriate setting. Similarly, pupils are eager to relate their adventures on residential visits, not only gaining tremendously from these trips regarding curriculum work, but also as significant social events, memories of which they recount excitedly.
24. There is a strong sense of family values shared within the school, and pupils take part in all that the school offers with enthusiasm. They leave with a clear sense of their own identity, of the role that they have to play in the world around them, and the opportunities available to them if they work hard. The school prepares them well for the next stage of their education, and the

majority develop into mature young people by the time they leave the school at the age of eleven years.

WHAT COULD BE IMPROVED

Improve teaching by raising expectations of what the highest attaining pupils achieve in some lessons.

25. In most lessons, and in the work seen in books, expectations of what pupils can achieve are generally good and so ensure that pupils achieve well. This is particularly the case where teaching is very good. In these very good lessons, the work is challenging and a fast teaching pace ensures pupils work hard. However, in a few lessons, judged satisfactory overall, and from the work seen in some books, expectations for the highest attaining pupils are not high enough. For example, in a number of instances, the work set was broadly the same for all pupils, and there was little difference between the targets set for pupils of differing abilities. Teachers assess the work produced well, and offer good guidance as to how pupils can improve their work. From conversations with pupils it is clear some are very able, and the work set does not always challenge or extend their learning sufficiently to match their ability. For example, the science lesson in Year 3 was too easy for some of the most able pupils, and these pupils did not engage fully in the tasks set. In a literacy lesson in Class 1, a significant minority of pupils found the words they were reading well within their capabilities, both technically and in terms of capabilities. Because the activity was aimed at a wide range of abilities, tasks were not challenging enough for the higher attaining pupils to make good progress. Teachers recognise that a number of pupils have a broad general knowledge base. Where teaching is good, planning ensures that work is sufficiently well organised to ensure tasks challenge all ability levels well. This was particularly well managed in a literacy lesson in Class 4, where mixed ability groupings resulted in some very good learning. In this lesson, the sharing of ideas and views enabled pupils of all abilities to achieve well, because the higher attaining pupils motivated and supported others in the group extremely well. In some lessons where this level of detailed planning is lacking, teachers' expectations of what of the highest attaining pupils' produce is not high enough.

Improve the information parents receive about the work their children do and the progress they make; develop further the involvement of parents in the general life of the school including decision making that impacts on their child.

26. The majority of parents hold positive views about the school. They are pleased their children like school and are happy there. However, they do not receive sufficiently clear and consistent information about the work their children do in lessons, so that they can be better involved in supporting them at home. The school agrees this aspect needs improving, and has begun to explore strategies to address parents' concerns. Any help and support parents provide to enhance learning is valued. The school regularly requests parents and other members of the school community to come into school and assist in classrooms. But often, whilst parents are keen to support the school, very few adults, for a diverse range of reasons, take up this request on a regular basis. Whilst the school offers regular opportunities to parents to consult teachers about the progress their children make, it is acknowledged that the written reports need refining. At present, they do not provide parents with clear guidance as to how well the child has learnt specific skills and understood information, nor what the child needs to do to improve on weaker areas of their learning. A positive feature of the good target setting, that the school has established, is that the targets are shared with pupils. The school does not involve parents sufficiently in decision making with regard to pupils' targets at the moment. However, it now intends to involve parents more closely in agreeing these targets and giving them clearer awareness of how they can help their children most effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The school is effective in delivering a good standard of education to its pupils. In order to improve further the staff and governors should:

- Raise expectations of what the most able pupils achieve by ensuring teachers' planning, in all areas of the curriculum, provides more challenging work for the higher attaining pupils.

(See particularly paragraphs: 1,6,13,25)

- Provide parents with:
 - a) further information about the work their children do in lessons;
 - b) clearer information, in all subjects, about their children's progress and targets for improvement;
 - c) more opportunities to become involved in the general work of the school.

(See particularly paragraph: 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	6	3	0	0	0
Percentage	0	30	46	24	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 seven 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)	n/a	132
Number of full-time pupils known to be eligible for free school meals	n/a	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	28

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	6	6	6
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	83 (88)	83 (79)	100 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC level 4 or above	School	75 (75)	75 (79)	75 (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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	20.6
Average class size	26.4

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	94.30

FTE means full-time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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.

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	2	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.

Financial information

Financial year	2000 - 01
	£
Total income	291, 641
Total expenditure	294, 769
Expenditure per pupil	2,321
Balance brought forward from previous year	5,240
Balance carried forward to next year	2,112

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	143
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	0	2
My child is making good progress in school.	39	47	8	1	5
Behaviour in the school is good.	43	55	1	0	1
My child gets the right amount of work to do at home.	22	49	17	7	5
The teaching is good.	47	45	2	0	6
I am kept well informed about how my child is getting on.	23	49	17	10	1
I would feel comfortable about approaching the school with questions or a problem.	47	39	11	4	0
The school expects my child to work hard and achieve his or her best.	52	41	4	0	4
The school works closely with parents.	25	46	13	16	0
The school is well led and managed.	34	41	4	11	10
The school is helping my child become mature and responsible.	41	53	1	1	4
The school provides an interesting range of activities outside lessons.	33	54	5	4	5