

INSPECTION REPORT

BODDINGTON C.E. PRIMARY SCHOOL

Upper Boddington, Daventry

LEA area: Northamptonshire

Unique reference number: 121960

Headteacher: Mr. R. Moore

Reporting inspector: Mr. G. Martin
21563

Dates of inspection: 19th – 20th February 2002

Inspection number: 242729

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
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Road Upper Boddington Daventry Northants
Postcode:	NN11 6DL
Telephone number:	01327 260120
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Garry Williams
Date of previous inspection:	21 st – 24 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boddington Church of England Controlled Primary School is a small school set in the village of Upper Boddington near to Daventry in Northamptonshire. The school serves a number of small villages. Most of the pupils attend the school from these villages and the neighbouring villages of Upper and Lower Boddington. A number of indicators show that the area served by the school is socially and economically advantaged. The school is very well supported by parents and the local community.

There are 74 pupils on roll, eight of whom are under six years of age. The pupils are taught in three classes by four teachers, one of whom is part time. The total number of boys is significantly more than the total number of girls. The classes are organised as three mixed age groups, Years R and 1, Years 2 and 3 and Years 4,5 and 6 respectively. The pupils come to school with a range of previous experience and most have experienced some education in a pre-school setting. On entry to the school their attainment is above that found in most other schools. The small intake of pupils each year means that there may be very wide variations in attainment and pre-school experience from year to year. There are 7 pupils on the school's register of special educational needs but none of these pupils has a statement. There is one pupil who has English as an additional language.

The accommodation of the school has recently been significantly improved by the addition of an extension to the building providing attractive hall, office and staff room facilities.

HOW GOOD THE SCHOOL IS

Boddington C.E. School is an effective school and it serves its pupils and the community well. Good teaching and a positive ethos for learning promote high standards in all subjects. The pupils make good progress in all subjects and particularly in the important basic skills of English and mathematics. By the age of 11 most pupils attain above the average in these subjects, preparing them well for secondary education. The leadership and management of the head teacher and governors are good and they are given full support from the hard working team of teachers, learning assistants and ancillary staff. The Christian foundation of the school promotes a positive ethos in which the academic and pastoral needs of the pupils are well cared for.

What the school does well

- Pupils achieve well throughout the school and by the end of their final year they achieve standards well above the national average in English, mathematics and science.
- The school has a good ethos for learning and it promotes the pupils' personal, social, moral and cultural development very well. The teachers and support staff have high expectations of the pupils' attitudes and personal development and they care for all pupils very well. Consequently, the pupils respond by working well and achieving their best. Parents are pleased that the school provides an environment where their children are well motivated and they work hard.
- The curriculum is organised well for the mixed age classes so that learning is relevant to the pupils' needs. The work provided for them is interesting and challenging.

What could be improved

- Make further improvements to the accommodation so that the available space is used to best educational effect, particularly outdoor play space.
- Make effective use of the planned improvements in resources for information and communications technology.

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 good improvement since the last inspection in April 1997. The areas for improvement that were identified in the 'key issues' section of the last inspection report have been successfully dealt with. The governing body is now more effective in monitoring the school's curriculum and achievements. There is more rigour to the process of financial planning and planned expenditure is directly linked to school improvement priorities. Lesson observations show that teacher's expectations are based on the prior attainment of the pupils rather than their age and so pupils are suitably challenged. There has been some improvement in the provision of resources for the children in the Foundation Stage but the temporary accommodation for these children is basic and, though satisfactory overall, it limits the opportunities the teacher can provide to enrich their learning.

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

Key

well above average A

above average B

average C

below average D

well below average E

This is a very good set of results. The pupils' attainment has been in the highest 5% nationally in English in 1999 and 2001, in mathematics in 1999 and 2000 and in science in 1999. In 2001 the eleven year old pupils exceeded the challenging targets the school set for itself in these three core subjects. Similar challenging targets have been set for the 2002 tests and evidence from the inspection shows that the school is on course to meet these targets. Pupils with special educational needs achieve well and invariably meet the targets set for their learning. Over the last five years the pupils' performance in national tests has been well above the national average and in line with the improving national trend. Caution is advised in the interpretation of the school's results as the small number of pupils taking the tests each year lessens the statistical reliability of the results in comparison with schools with larger numbers of pupils. From inspection observations there is clear evidence that standards for the children under six in the Foundation Stage are good in all areas of their learning except their physical development, which is satisfactory overall. Standards continue to be good for the pupils aged seven at the end of Key Stage 1 and observations of lessons and a review of the pupils' work shows that by the age of 11 pupils' achieve above average standards in English, mathematics and science. There are similarly good standards in the other subjects of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are co-operative and show a keen interest in learning. They enjoy challenging work and respond well to the interesting and stimulating lessons.
Behaviour, in and out of classrooms	The pupils behave well in and around the school. They respect and show concern for the needs of others. They are reliable and can be trusted to behave responsibly and they have earned a good reputation for high standards of behaviour when outside school in the community.

Personal development and relationships	There is a strong sense of care for others in the school which contributes positively to the good ethos. Consequently, there are good relationships amongst all of the people in the school, children and adults alike. The pupils respond positively and show good levels of maturity when taking responsibilities around the school.
Attendance	The pupils are punctual and attendance is very good.

Throughout the school the pupils are eager to learn and show a keen interest in lessons. Mutual respect and treating others with care and concern are central to the school's ethos, impacting directly and positively on the attitudes of the pupils. The good attitudes and behaviour of the pupils enhance learning.

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.

The quality of teaching and learning is good for all ages of pupils, and a strength of the school. The essential basic skills of literacy and numeracy are taught well and this results in good progress for all groups of pupils. Clear objectives are set in all lessons and therefore the pupils have a good understanding of what they are expected to learn. The very good knowledge that the teachers have of their pupils enables them to set work at an appropriate level to meet the learning needs of all pupils, including those with special educational needs or with English as their additional language. The teachers expect the pupils to do well. The good relationships within the school and the level of care and support given to all pupils help them to meet these high expectations. The learning support staff have good levels of knowledge and skill. They work with the teachers to good effect and make a strong contribution to the pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for Key Stages 1 and 2 is good. There is a strong emphasis on the crucial skills of literacy and numeracy and these skills are promoted and developed through all subjects of the curriculum. There has been good progress in the development of information and communications technology. The pupils learn the skills for this subject well. The curriculum is enriched by day and residential visits, by visitors to the school, such as those for music workshops, and by some extra-curricular clubs. The curriculum for the Foundation Stage is satisfactory overall but opportunities for the teacher to enrich the curriculum are limited by the accommodation.
Provision for pupils with special educational needs	Good. Pupils with learning difficulties are identified early. The support given to them by teachers and special needs learning assistants helps them to make good progress.
Provision for pupils with English as an additional language	Only one pupil is affected by this provision and this pupil is making good progress. Good support for the developing skills of English ensures that the pupil is fully integrated into the school community.
Provision for pupils' personal, including spiritual, moral, social and cultural	Provision is very good for the pupils' personal, moral, social and cultural development and good for their spiritual development. The ethos of the school promotes very positive relationships and the pupils care well for

development	one another. The school prepares its pupils well for living in a society that is rich in cultural diversity. Acts of worship provide very good opportunities for spiritual reflection but spiritual development is less well promoted through the subjects of the curriculum.
How well the school cares for its pupils	This is a strength of the school. Procedures for ensuring the pupils health and welfare are very good. There are particular strengths in the way that the academic and personal development of the pupils are monitored and promoted. The good knowledge gained from this information helps the teachers plan effectively to promote good achievement for all pupils.

The curriculum is well organised to enable pupils of all ages to benefit from lessons that are appropriately challenging. There is a good structure to the cycle of curriculum planning so that all pupils receive a varied and interesting set of learning experiences. The accommodation and shortage of outdoor play space limits the opportunities for the physical development of the children in the Foundation Stage. The partnership with parents is good. They have a good opinion of the school and most know what the school would like them to do to help their child to benefit from lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The small team of staff work well together. The headteacher sets high expectations through his commitment to the school and the quality of his teaching. Initiatives such as the planned improvement of the curriculum for information and communications technology are well managed.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. They know the school well and have a good knowledge of the work of the staff and pupils. They are clear about the school's present and future needs and they work well in collaboration with the headteacher towards further school improvement.
The school's evaluation of its performance	There are good procedures for evaluating the school's performance. Systems for tracking the achievements of all pupils are used effectively to plan for improvements in learning. Performance management is used effectively to maintain and improve the standard of teaching and learning.
The strategic use of resources	The prudent use of budget reserves has enabled very good improvements in the schools accommodation and resources. This is an ongoing priority for the leadership and management of the school. The principles of best value are applied well.

A shared commitment among staff, governors and parents to continuous school improvement is a clear feature of the school. Good forward planning and careful allocation of financial resources are evidence that there is good capacity to succeed with school improvement priorities. The school has clear systems for seeking and finding best value for money, and it uses its limited resources effectively in the drive to improvement the accommodation and in raising standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> They feel that the school is open to them and that they can comfortably approach the staff with any questions or problems. 	<ul style="list-style-type: none"> Parents identify a need for further improvements to the school's accommodation to free up the overcrowded play area.

<ul style="list-style-type: none"> • They recognise that the school has high expectations of their children, that the pupils are encouraged to do their best and that this results in good progress for all pupils. • They appreciate the school's welcoming, inclusive ethos and how the quality of care shown to their children by all staff results in good standards of behaviour. • They are proud of the school's focal point in the community and how the work of the Friends of the School has helped to provide valuable resources. 	<ul style="list-style-type: none"> • A small number of parents would appreciate further clarification of the school's requirements and expectations for homework. • Most of the parents who responded to the questionnaire felt that there were insufficient out-of-school activities.
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The inspectors agree with the features parents identify as strengths and the need for the school to continue with its improvements to the school's accommodation. The amount of homework provided for pupils is within the normal range expected for pupils of this age. The school intends to continue with the process of communicating its homework policy to parents. Day and residential visits enrich the curriculum for the pupils. Teaching staff, including the busy head teacher, provide a satisfactory range of opportunities for the pupils to take part in activities outside of lessons. The staff would welcome further support from parents in helping extend the range of extra-curricular opportunities to benefit the pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well throughout the school and by the end of their final year they achieve standards well above the national average in English, mathematics and science.

1. Pupils achieve well by the time they reach Year 6. The success of their work can be seen in the table on page seven, which shows consistently good results when compared with all schools and when compared with schools in similar circumstances. The quality of teaching and the pupils' interest and involvement in lessons results in good learning. Consequently, over time, pupils make good progress in their knowledge, understanding and skills. School expectations are such that pupils aspirations are high and they expect to achieve well. This has meant that the schools English results have been in the top five per cent nationally in 1999 and 2001 and its science and mathematics results have been in the top ten per cent nationally for the last three years.
2. The school has consistently maintained good standards since its previous inspection. The school's trend in improvement for all core subjects taken together is in line with the trend in improvement found nationally. The very small numbers of pupils at the school taking the tests each year introduces a statistical anomaly which means that the trends graphs need to be interpreted with caution. The significant fact at this school is that the school sets challenging targets for the pupils' attainment in the national tests and invariably achieves these targets.
3. The school successfully identifies the needs of all groups of pupils, including those with special educational needs, those with English as an additional language and those who have higher levels of attainment. By planning and providing for these needs the school ensures that all groups of pupils make good progress and achieve their potential. In the mixed age classes, pupils are taught in appropriate groups so that they work at levels relevant to their learning needs. In this way, they are given activities that interest and challenge them, which promotes effective learning and high attainment. Teachers and learning support staff focus on groups and individuals in turn, showing all pupils that they are interested in their learning and raising the pupils' expectations of themselves.
4. In 2001, pupils attained well above average results in English, mathematics and science in comparison with all schools nationally and in comparison with similar schools. In relation to their prior attainment, as measured by the Key Stage 1 tests and assessments they took four years previously, these pupils achieved well in mathematics and very well in English and science.
5. The provision for the pupils in the reception class is good overall, although the temporary accommodation currently in use restricts the opportunities for the well-organised teacher to give further enrichment to the learning of the children under six in the Foundation Stage.

The school has a good ethos for learning and it promotes the pupils' social, moral and cultural development very well. The teachers and learning support staff have high expectations of the pupils' attitudes and personal development and they care for the pupils very well. Consequently, the pupils respond by working well and achieving their best. Parents are pleased that the school produces an environment where their children are well motivated and they work hard.

6. The overall quality of teaching and learning are good in the school. The teaching seen was never less than good and this is an improvement since the last inspection, when some of the teaching was judged 'satisfactory'. Of the 16 lessons seen, three quarters were good and a quarter was very good. While the proportion of very good lessons remains similar to the previous inspection, the proportion of good lessons has increased.
7. The teachers effectively use the methods of teaching the basic skills of literacy and numeracy promoted by the National Literacy and Numeracy Strategies. They share the key objectives of the lessons with the pupils, explaining what learning is expected of them. They use well-prepared resources and plan well for the support of teaching assistants. The work of the learning assistants enhances the learning for all pupils.
8. In the very good lessons seen in Key Stage 2, the teacher made very good use of questions to probe the pupils' understanding. This was seen when Year 4,5 and 6 pupils were learning about fractions in a mathematics lesson. The teacher was able to see quickly how well the pupils' understood from their responses to the questions. Further explanations enabled the pupils to get a better grasp of how to use factors when comparing fractions. Each ability group of pupils had a different set of tasks, which extended their learning and gave them effective practice in new skills. The good one-to-one support from the teacher and learning assistant enabled all pupils, including those with special educational needs, to learn well from this lesson.
9. The quality of presentation of pupils' work in displays around the school helps to create a positive learning environment. Pupils talk freely about the work they have put on display in their classrooms and how it relates to their learning. Their interest in lessons is conveyed strongly when they talk about the work they have done, such as when Year 3 pupils explained the spiritual significance of mummification and burial in the culture of ancient Egypt.
10. The quality of care and interest shown in the pupils' academic and personal development is a strength of the school. The adults in the school know the learning and emotional needs of the pupils well and provide for these needs very effectively. Because of the quality of direct communication between home and school, successes are readily celebrated and problems are soon sorted out. The pupils recognise that home and school are working together for their benefit and so they are motivated to do well and achieve their best.
11. Pupils take pride in the presentation of their work and they produce writing that is neat and legible. The importance of a high standard of presentation is emphasised by the teachers and the majority of pupils rise to this challenge. Pupils who find it difficult to present their work well are given support and encouragement so that they can feel successful as they see their presentation skills improving. The school encourages pupils to be self-reliant and to take responsibility for their own learning. Pupils learn to use independent study skills from an early age, referring to non-fiction texts and other resources such as computers to seek knowledge. The teaching staff use information and communication technology effectively to support learning in other subjects, although they feel limited by the available resources until the planned-for computer suite has been installed.
12. The recent appointment of a teacher to the Reception and Year 1 class has strengthened the staff team. Knowing that the children in the Foundation Stage and the pupils in the first year of Key Stage 1 are benefiting from a good standard of education helps the teachers of Years 2 to 6 to have confidence in the pupils' learning. They know that pupils will come to them with a good grounding in the basic skills of speaking, listening, reading,

writing and mathematics. The curriculum for the pupils in the Foundation Stage is well provided for, although the temporary accommodation limits the opportunities for the class teacher to bring greater enrichment to learning.

The curriculum is organised well for the mixed age classes so that learning is relevant to the pupils' needs. The work provided for them is interesting and challenging.

13. One of the key issues from the previous inspection identified a need for teachers to plan more effectively for the needs of all pupils according to their ability rather than their age in the mixed-age classes. The staff have worked hard on this since the last inspection and there has been good improvement in this aspect of the school's provision. The teachers have reviewed the long-term planning of the curriculum to ensure that there is a cycle of themes covered in all subjects so that all children cover the appropriate National Curriculum programme of study. Medium and short term plans show how different topics are to be taught to pupils of different ages and abilities, so that all pupils can be appropriately challenged and motivated to learn.
14. Evidence of this improvement is seen in good lessons, where all pupils work on tasks that are closely matched to their needs. They are supported in their learning by one-to-one intervention from the teachers and teaching assistants. This, in turn, is an indication in the overall improvement in the quality of teaching. Lessons that would have been satisfactory before are now good because the planned learning is more closely matched to prior attainment.
15. The school is able to provide good evidence of this impact on the learning of the pupils because the staff has also made good improvements in the tracking of pupils' progress. Records of pupils' work and assessments of their attainment are kept in files that inform the teachers of the next steps that the pupils need to take in their learning. By scrutinising the quality of pupils' work closely and by marking it critically against the lesson objectives the teachers make accurate assessments of their pupils' learning. They then plan and match work that is directly relevant to the pupils' needs, setting them specific and challenging targets. This takes all groups of pupils on with their learning well, including those with particular needs for extra support, either because they have learning difficulties or because they have higher levels of attainment.
16. The teaching of basic skills is planned for well through the use of the National Literacy and Numeracy Strategies. The logical steps in learning identified in these strategies are planned for well in English and mathematics lessons. The pupils' skills, knowledge and understanding are built on systematically, enabling them to use and apply the skills they have learned to other situations, such as when working out practical problems in mathematics.
17. All subjects are taught well from a rich, broad curriculum. Visitors and specialist staff, such as music teachers, enhance the pupils' learning and help to enrich the curriculum, as do visits to places of interest and residential visits to interesting places such as Weymouth and Llandudno. These visits promote the personal and social development of the pupils very well. encouraging them to show independence and trustworthiness away from home.
18. The school makes very good provision for pupils' moral, social and cultural development. The Christian ethos of the school is strongly represented in the everyday life of the school. Assemblies make a good contribution to the pupils' spiritual development,

although there are fewer opportunities for the development of spirituality through the subjects of the curriculum. The staff set good role models for pupils in their relationships with others. Through praise and reward for good work and behaviour, thoughtful acts of helpfulness and kindness and by taking responsibility for jobs around the school, the pupils develop good moral awareness and social responsibility. If any issues or concerns arise, pupils discuss them maturely with their teachers so that such issues can be easily resolved.

19. The staff promote good relationships at play times. In spite of the lack of playground space, the staff work hard to keep the pupils occupied and to limit boisterous behaviour. Staff on playground duty at lunchtime are staff who also work in class with teachers, so there is a consistency of expectation of behaviour which crosses the boundaries between lessons and playtime. The pupils respond appropriately to this expectation and there is little in the way of over-zealous or oppressive behaviour on the playground.
20. The headteacher provides good leadership. He is committed to the best interests of the class he teaches and he makes good very effective use of the limited time he has for school administration, often working late in school. He prioritises his work effectively, ensuring that marking and planning for his class are done so that the pupils can benefit from his good teaching. The small team of staff work well together. They are very supportive of the school's work to continue to improve and of its role as a focal point within the community.
21. At the time of the previous inspection the governing body of the school was asked to be more involved in school evaluation and more rigorous in its financial planning, so that spending could be better linked to school improvement priorities. The governors have worked hard to meet this challenge. The systems they have put in place for monitoring the school's performance enable them to keep track of how well the school is doing in comparison with other schools nationally and compared with similar schools. They are provided with good school performance information from the headteacher and school staff to help them to make clear judgements about how well the school is doing. They have planned spending carefully to meet the most important needs of the school. Their prudent use of limited funds has enabled them to meet their share of the costs of the extension to the school building.
22. The headteacher, governors and staff have a good knowledge of the statistical anomalies that can be seen when using the results of a small group of pupils in school self evaluation. For this reason, they are careful to look at individual results as well as those of a group, concerning themselves with the achievement of each pupil and whether each pupil is achieving at least as well as expected. The assessment tracking files used by the headteacher are a very helpful and useful tool in this exercise, enabling him to monitor the progress and performance of each pupil. Because the teachers have a very good knowledge of each pupil it is easy for them to be sure that they are making the expected rate of progress.
23. The Christian ethos and very good relationships in the school contribute strongly to a successful learning environment. The pupils are eager to learn. They ask questions confidently when they want to find out information or are unsure of an answer. Teachers and teaching assistants are vigilant in observing pupils to find out their needs and help them with their learning. They take particular care to involve pupils with special educational needs and those who speak English as an additional language in all of the educational activities the school provides. The care shown to the pupils ensures that any emotional difficulties are resolved at an early stage. Any problems with behaviour are carefully monitored and parents are kept fully informed if a problem arises. Because the

pupils are happy, settled and valued by the staff for their contribution to the school, they learn well. Pupils are treated with respect as individuals and they are expected to respond by showing a good level of maturity in their attitudes to learning and to the needs of others.

24. The staff work hard to show the pupils how much they are valued and respected. In so doing, they promote a positive ethos for learning. The school day starts briskly and all pupils feel welcomed as soon as they enter school. This sets the a good tone for the working day and pupils respond well to this expectation of their immediate concentration on school first thing. Throughout the day, praise and encouragement for effort are given to the pupils. They are rewarded for endeavour and for making good contributions to lessons. Consequently, pupils enjoy school and they are motivated to learn. This enjoyment of school is reflected in the very good levels of attendance.
25. The very good support of parents makes a strong contribution to the ethos of the school. Parents know that their children are well cared for in the school and that their children are happy. They know that the teachers and support staff work hard in the best interests of the pupils and that they can readily approach the school if they have any concerns or problems. Parents are pleased that the school gives them good information about their child's progress and that they can come to school to see the children's work and discuss what they have been learning with the teachers. Parents show a great deal of interest in the school as a focal point of the village community. Much good work is done by the Parents', Teachers' and Friends' Association (PTFA), not only to benefit the school financially but also to bring families together socially. The school is very grateful for the resources that PTFA fund raising brings and also for the strong community spirit that the organisation promotes. This work further enhances the education of the pupils because the sense of belonging it promotes reinforces the pupils' loyalty to their school.

WHAT COULD BE IMPROVED

Make further improvements to the accommodation so that the available space is used to best educational effect, particularly outdoor play space.

26. Since the last inspection, the school accommodation has been improved very well by the addition of an attractive extension to the building. This extension has provided a much-needed hall for indoor physical education (P.E.) lessons and for public meetings such as when the pupils perform concerts. It also includes a room for staff to meet in and an office for administration. Together, these improvements have enhanced the amenity of the school and have improved the overall quality of education provided, especially for P.E., for English as pupils now have somewhere to rehearse drama and for religious education as the school can now meet together comfortably for worship.
27. A growth in the numbers of pupils attending the school has also meant that extra classroom space needed to be provided. A temporary classroom has been sited on the school playground and provides teaching space for the Reception and Year 1 pupils together in one class. This classroom is not ideal, as the Reception children in the Foundation Stage have limited opportunities for enrichment of their learning, despite the very best efforts of the hard working class teacher and classroom assistant. All pupils, including those in Years 1 to 6, have very restricted play space for break times and lunch times.
28. The school minimises the impact of this lack of play space by organising different break times for younger and older pupils but even then, older pupils find the amount of space for

organised play time games very restrictive. The temporary classroom takes up more than half of the total area of the school playground and it has been sited over the markings for small-side games, such as netball and five-a-side football. Opportunities for small sided games are, therefore, restricted, particularly as the school does not have a playing field of its own and has to take pupils to the local community playing field for P.E. lessons involving games.

Make effective use of the planned improvements in the resources for information and communications technology.

29. Pupils attain good standards in information and communications technology (ICT) overall. Many of them are well supported in their learning at home, such as in the case of a pupil who produced graphs on his computer at home to show the interpretation of some data he had gathered at school. Planning for ICT has to be carefully organised within the school day as there are limited numbers of computers at present. The school has firm plans to install a suite of computers in the near future so that the pupils have better access to new technology.
30. The provision of better ICT resources will present the school with new challenges. With better provision will come opportunities for the teachers to raise standards by developing their own skills so that they can teach ICT skills well and for pupils to use ICT across all subjects of the curriculum. This requires a clear curriculum plan for the subject, so that, for example, pupils can make use of the computer suite for such activities as independent research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should

- (1) Make further improvements to the school's accommodation so that disadvantages, such as those to the curriculum for the children in the foundation stage and for access to space for organised outdoor physical education, can be lessened.
- (2) Ensure that there is a clear link between the planned curriculum for information and communications technology and the planned provision for improved resources.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	0	0	0	0
Percentage	0	25%	75%	0	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 6 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)	0	75
Number of full-time pupils known to be eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	7

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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	12	3	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	3	3	3
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	93 (89)	93 (89)	93 (89)
	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	3	3	3
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	93 (89)	93 (89)	93 (89)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	1	3

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	1	1	1
	Total	3	3	3
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	2	2
	Girls	1	1	1
	Total	2	3	3
Percentage of pupils at NC level 4 or above	School	67 (100)	100 (100)	100 (100)
	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	75
Any other minority ethnic group	0

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)	4.3
Number of pupils per qualified teacher	22.7
Average class size	25

Education support staff: Y[] – Y[]

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

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.

Financial information

Financial year	2000 – 2001
	£
Total income	164667
Total expenditure	147290
Expenditure per pupil	1990.41
Balance brought forward from previous year	17025
Balance carried forward to next year	34402

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	40	9	4	0
My child is making good progress in school.	43	45	8	0	4
Behaviour in the school is good.	34	59	4	0	4
My child gets the right amount of work to do at home.	15	53	28	2	2
The teaching is good.	51	36	6	0	7
I am kept well informed about how my child is getting on.	32	45	15	2	6
I would feel comfortable about approaching the school with questions or a problem.	66	26	6	2	0
The school expects my child to work hard and achieve his or her best.	62	32	0	0	6
The school works closely with parents.	30	49	19	2	0
The school is well led and managed.	30	62	4	2	2
The school is helping my child become mature and responsible.	53	32	6	0	9
The school provides an interesting range of activities outside lessons.	6	15	40	33	6

Other issues raised by parents

Parents are concerned about the lack of playground space with a temporary classroom sited on the play area.