

INSPECTION REPORT

LITTLE DEWCHURCH CE PRIMARY SCHOOL

Little Dewchurch

Ross-on-Wye

LEA area: Herefordshire

Unique reference number: 116828

Headteacher: Miss S Peate

Reporting inspector: Mrs J Moore

Dates of inspection: 18th – 19th February 2002

Inspection number: 243889

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Little Dewchurch Herefordshire
Postcode:	HR2 6PN
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Appropriate authority:	Governing body
Name of chair of governors:	Mr K Tomkins
Date of previous inspection:	September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Little Dewchurch CE Primary School is situated in the small and pleasant village of Little Dewchurch, about five miles from the town of Ross-on-Wye in Herefordshire. It is a Voluntary Controlled school and is much smaller than other primary schools in the country. There are 22 boys and 33 girls on roll and they are taught in two classes. Many of the pupils live some distance away from Little Dewchurch and they travel to school by car. When the children start school their standards on entry are at the level expected for their age, but there are wide ranging differences from time to time. All the pupils are White European and there are no pupils from ethnic minority backgrounds. Eleven percent of pupils have special educational needs, and this is below average nationally. Their special needs include specific and moderate learning difficulties. There are no pupils with a statement of special educational need. The percentage of pupils known to be eligible for free school meals is much below average. The school is part of the Herefordshire Education Action Zone.

HOW GOOD THE SCHOOL IS

Little Dewchurch is an excellent school, which continues to improve. Pupils of all capabilities make very good progress, so that by the time they leave, aged eleven, their standards are very high. The high quality of the teaching and learning means that the vast majority of pupils achieve the highest standard they are capable of reaching in all areas of school life. Every pupil is fully included in every aspect of the school's day-to-day work; they get on well together and are well prepared for their role as future citizens in a multi-ethnic society. The headteacher's leadership is excellent, and the school is extremely well managed. It provides good value for money.

What the school does well

- The eleven-year-olds achieve very high standards in the main subjects, and standards are high for most of the other pupils too.
- Teaching and learning are very good, and this is why the pupils make very good progress.
- The headteacher's leadership is inspirational.
- There is a rich and vibrant curriculum, with excellent provision for the pupils' personal, spiritual, moral, social and cultural development.

What could be improved

- The lack of a nearby playing field, or other suitable facility, limits the amount of time available for the pupils to develop their games' skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good progress has been made since the school was last inspected four and a half years ago. At that time there were three main issues to be tackled, all in Year 1 and 2, (Key Stage 1). These were:-

- To improve the quality of teaching in Key Stage 1.
- To improve the teaching, learning and assessment of reading.
- To improve the teaching and learning of writing.

The teaching in Year 1 and 2 is now consistently good, with some very good teaching. Assessment systems are securely in place so that progress is tracked accurately in every subject. Reading and writing are well taught, and the pupils make good progress overall.

STANDARDS

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

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

Key

the highest 5% in the country A*

well above average A

above average B

average C

below average D

well below average E

In 2001, the overall standards for eleven-year-olds were very high, as they were the previous year. Year 6 pupils at Little Dewchurch attained well above average standards in English, and their results were in the highest five percent in the country in mathematics and science. When compared to similar schools¹ standards were equally high. The school has set challenging targets year-on-year, with 100 percent of boys and girls achieving Level 4 or above, with obvious success. It is well on course to achieve its targets this year.

The Year 2 pupils achieved similar results in 2001, with well above average standards in reading and writing. In mathematics their results were in the highest five percent in the country. Children in the reception class² are on course to achieve their targets³ by the end of the reception year. A minority of this group are on course to achieve higher standards. There is some variability in attainment trends over time. This is because the numbers of pupils in each year group can be very small, just one pupil more or less gaining a particular level will make a significant impact on the overall standards achieved.

Standards in reading and writing have improved significantly for the pupils in Year 1 and 2. This group now make good progress overall and standards are above average. Pupils in the junior class – Year 3 to 6 – make very good progress. Pupils with special educational needs make the best possible progress, especially in the juniors. They achieve average standards in their work by the end of the junior years. No differences have been noted in the attainment of boys and girls, both are equally good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Without exception the pupils are exceptionally keen to learn. They always strive to do their best, whatever their tasks.
Behaviour, in and out of classrooms	Very good. Behaviour is always very good, and there have been no exclusions in recent years.
Personal development and relationships	Excellent. The pupils are extremely kind and tolerant. They are very pleasant children, who become mature and sensible learners. Relationships are excellent, and these support the very good learning.
Attendance	Very good. This has a positive impact on pupils' learning.

¹ Those schools with a similar proportion of pupils known to be eligible for free school meals.

² Nursery and reception years are known as the Foundation Stage.

³ These are known as Early Learning Goals.

TEACHING AND LEARNING

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

Teaching is very good overall, with two out of three lessons being very good or better. Learning is exciting and challenging for all the boys and girls, including those who are gifted and talented as well as those with special educational needs. Throughout the school all the pupils are very keen to do well. They work hard to complete their tasks to the best of their ability, and they are rightly proud of the final results. There are just two classes in the school, one for the infants and one for the juniors.

The main improvements since the last inspection have been in the teaching and learning for the five to seven year old pupils, which were unsatisfactory. This issue has been tackled very well. Teaching and learning are now consistently good for all the pupils in the infant class, including the reception children, as well as for those in Year 1 and 2. Very occasionally there is no extra support for the pupils in the infant class. When this happens, learning slows for a minority of the children because the teacher is working with other groups.

The strongest teaching is in the junior class where much of the teaching is outstanding. All lessons are lively and interesting, with pupils of all capabilities challenged at every level. Teachers know their subjects and their pupils very well indeed. Work is pitched at the right levels so that every pupil moves forward, making rapid progress in their learning. This is because the school is better than it was at assessing pupils' progress and attainments, and taking appropriate action.

Literacy and numeracy skills are taught and learnt very effectively. Classroom assistants work in the infants and the juniors, and the seven to eleven-year-olds are taught in smaller groups of upper and lower juniors. This works well because it enables the teachers to pitch pupils' work extremely accurately, as well as giving them more time to support individuals. Pupils frequently use computers to research, write and record their findings. They are competent users of information and communication technology (ICT), and use it as effective tool to support their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Learning is successfully encouraged because of the richness of the curriculum, as well as its breadth and balance. The only gap is in the inadequate provision for outdoor games and activities.
Provision for pupils with special educational needs	Very good. Pupils are very well supported; their needs are accurately assessed and they are making very good progress all round.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Pupils are sensitive to each other's needs when working and playing. They always help one another and they clearly know right from wrong. Pupils are aware of the wonderful world about them, and they have an excellent understanding of their own and other cultures.
How well the school cares for its pupils	Very good. Every pupil is cared for extremely well in a very safe and secure environment.

The school is totally committed to providing a rich and vibrant curriculum, and it is successful. Art and

music have a high profile, and sport is encouraged. French is also taught but was not seen during the inspection. Parents have very positive views of the school and the school forges strong links for the benefit of pupils' education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides inspirational leadership. She has the ability to motivate those around her so that they all do their very best. The school is managed exceptionally well and this results in high standards all round.
How well the governors fulfil their responsibilities	Very good. Governors have many strengths, including being effective 'critical friends'. They know the school very well and are aware of its strengths and weaknesses.
The school's evaluation of its performance	Excellent. The school is much better than it was at analysing all the data about its performance. It is able to respond speedily and successfully when weaknesses are identified.
The strategic use of resources	Very good. Resources are used very effectively so that the school gets the best value for the money it spends. It gives good value for money.

The headteacher's leadership is exceptional. She has tackled the issues in the last report with a determined rigour, and has achieved much success. The principles of best value are applied consistently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like coming to school and they behave well. The school is well led and managed. Their children are helped to become mature. There is an 'open door' policy and staff are approachable. 	<ul style="list-style-type: none"> Some parents feel that the school does not provide an interesting range of activities. Some parents feel that their child does not get the right amount of work.

The inspection team fully supports parents' positive views. They do not agree with parents' negative views as the school provides an interesting range of activities, and the amount of work that pupils do at school and at home is appropriate for their age and ability.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The eleven-year-olds achieve very high standards in the main subjects, and standards are high for most of the other pupils too.

1. When pupils start school at Little Dewchurch their standards are broadly average, with some higher attainment. This does vary year-on-year and there can be significant variations. Little Dewchurch is a very small school with few pupils in some year groups. It must be remembered that one pupil more or less, gaining a particular level, will have a significant impact on the overall standards achieved. That said, learning is effective for pupils of all capabilities. This is why standards are among the highest in the country by the time the pupils are eleven.
2. Children join the reception group in the infant class at three points during the school year. Staff assess children's attainment, and readily provide suitable activities for them. Identified weaknesses are tackled straight away, so that they learn well right from the start. Most children begin life in the reception group with average standards in the main areas of learning, but there is some higher achievement. Boys and girls of all capabilities make good progress because their work is pitched at the right levels for them. Many of them are on course to meet their targets by the end of the reception year, and a minority will exceed them.
3. The children's personal and social development are well catered for, they are adept at playing games together, waiting their turn and sharing books and equipment. At times they choose what they want to do themselves, whilst at other times they work at specific tasks with their teacher or helper. Early literacy and numeracy skills are well taught. Books are enjoyed and the children successfully link sounds to letters. Many of them read simple texts with confidence and obvious enjoyment. The most capable have a go at writing sentences, as well as being able to write their name. Children have a growing understanding of numbers, counting to 20 and finding one more or one less than numbers between 0 and 15.
4. Standards are higher than they were at the time of the last inspection, especially for the seven-year-olds. In the most recent national tests in 2001, the seven-year-olds achieved highly in reading and writing, and they did outstandingly well in mathematics, being in the highest five percent in the country. There is a similar picture for the eleven-year-olds. Standards in mathematics and science are in the highest five percent, and in English they are well ahead of other eleven-year-olds. The school does equally well when compared to similar schools. What these very high results demonstrate is very good progress made by the pupils during their time at Little Dewchurch. Pupils with special educational needs do as well as their classmates, making very good progress, especially in the juniors, and achieving average standards in their tests. There are no differences in the attainment of boys and girls. In the past boys have done better than girls from time to time. When this happens the school has spotted this and put in additional support so that the girls catch up speedily.
5. Trends in attainment are variable year-on-year, for the reasons outlined in paragraph 1. The school is much better than it was at analysing all the data that is available about its performance. Trends in learning and attainment are analysed, and support systems put in place so that learning and progress speed up. Closely linked to this are the school's very good systems for target setting, especially in the main subjects. Teachers assess the pupils' learning and progress at regular intervals; this helps them to set appropriate

targets for individuals and groups. All of this continues to boost standards all round. Last year's targets in the national tests were reached. This meant that all the eleven-year-old pupils achieved at least the average Level 4, and a significant proportion achieved the higher Level 5.

6. Year 6 pupils are fluent speakers. They talk and listen in a range of contexts, varying their expression and using Standard English well. Reading skills are excellent, and the higher attaining pupils read a wide range of texts fluently and accurately. Novels, drama and poetry are all enjoyed, and average and lower attaining pupils can pick out the main themes in their reading material, as well as identifying how authors develop the characters' roles. Writing is varied and interesting, and pupils are adept at using a range of strategies to put across an idea in a particular way, or to write a factual account of a field trip. Work is always well structured and neatly presented, with accurate spelling and correct grammar.
7. In mathematics, the higher attaining Year 6 pupils are challenged by extension tasks usually tackled by pupils who are a year older. A firm grasp of negative numbers, as well as the ability to solve complex problems using a range of methods, means that all four number operations are readily used and applied. Average attaining pupils are adept at working out problems involving fractions and percentages. All pupils use calculators competently. Standards are very high.
8. Pupils in the juniors have a secure understanding of 'fair testing' in science. Higher, average and lower attainers enjoy their investigations, and all of them use ICT effectively to chart their results. Year 6 pupils, working at an investigation on reversible and irreversible changes, speedily worked out what equipment they needed, their method of working and how they were going to record their findings. All the pupils were well challenged, and they achieved very high standards all round.

Teaching and learning are very good, and this is why the pupils make very good progress

9. The children at Little Dewchurch are very well taught. Standards are high and pupils of all capabilities, including those with special educational needs and those with gifts or talents, make very good progress during their time in school. The strongest teaching is in the juniors, where much of the teaching was outstanding. Across the school two out of three lessons were very good or better. There are a number of reasons for this:-
 - ❑ The staff have a very secure knowledge about the subjects they are teaching. Work is pitched at the right levels and pupils' progress is checked regularly.
 - ❑ Teachers have high expectations about what the pupils are capable of achieving, and the pupils rise to the challenges set for them. Lessons move forward briskly so that no time is wasted.
 - ❑ Questions are well structured so that learning is constantly checked, consolidated or extended.
 - ❑ Learning points are highlighted and discussed so that everyone in the class benefits from having good knowledge about where improvement lies.
 - ❑ Teachers are adept at concluding lessons successfully, making sure that pupils judge for themselves what has been learnt successfully and what needs to be looked at again.

- Homework is an important part of learning, and teachers use it well to consolidate or extend what has been taught during lessons.

Teachers successfully combine all of these strategies, making sure that learning is meaningful and effective for all their pupils.

10. Little Dewchurch is a very small school with just two classes, one for the infants and one for the juniors. There are two teachers who share the teaching in the junior class, and one teacher in the infant class. Classroom assistants support the teachers in both classes. At the last inspection there were significant weaknesses in both teaching and learning for the five to seven year old group in the infant class. Overcoming these weaknesses has been one of the school's main priorities, and it has been successful. Teaching and learning are now good and the pupils do well, a significant improvement since the last inspection.
11. The five to seven-year-olds are taught in the same class as the reception children and teaching is good for this younger group as well. Prompt assessments when the children start school means that staff are able to pitch work at the right levels, making sure that learning is productive. Tasks, play activities and lessons, are planned carefully and based on the stepping stones⁴ for learning, which lead towards the Early Learning Goals.
12. The learning environment is calm and interesting, learning is fun. Adults work closely as a team, but on a very few occasions there is no extra adult help for the reception children. When this happens their learning slows. Class rules are understood, and are applied gently but firmly so that the children are left in no doubt what is expected of them. All of this means that the children get a good start to their education at Little Dewchurch; positive attitudes to learning are developed and learning moves forward at a good pace.
13. Work is thoroughly planned for the six and seven-year-olds. As with all the other pupils, lessons successfully build on work done in previous lessons or as homework. There are close links between subjects and the pupils use their skills in many ways. For example, when writing about the conditions necessary for plants to grow, or creating a graph about the colour of their eyes. The best use is made of ICT, especially when recording their investigations in science.
14. There is some outstanding teaching in the junior class, which is challenging for the teachers as there are pupils from four different year groups in the class. First rate planning, which is all computerised enabling adjustments to be made quickly and easily, means that work is always exciting and interesting. Teachers know the pupils very well indeed, and this allows them to challenge and extend learning in many ways. There were a number of good examples; in an art and design lesson the pupils were painting natural objects. Using a piece of tree bark the pupils were creating the six colours that they could see on the bark. Ideas were explored on practise pieces, so that the pupils had clear ideas about what worked and how they were going to achieve their desired effect. Shapes on the bark were carefully integrated into the final pieces of work, and the subtle degrees of tone very effectively captured the naturally diffuse tone on the bark. Throughout the lesson the teacher gave excellent demonstrations of how to use various techniques to improve the quality of the pupils' work, which enabled everyone to improve their standards, which were very high.
15. Literacy and numeracy are taught very well, with the pupils making good progress in the

⁴ Stepping stones are key learning points for young children.

infants and very good progress in the juniors. Junior pupils are taught in two groups, one group of Year 3 and 4 pupils, and the other group of Year 5 and 6 pupils. This system works well as it allows the two teachers to work with smaller groups, creating more time for them to give the individual support that is needed if learning is to push ahead. Pupils with special educational needs are given extra support right from the start of their time in school. This enables them to make very good progress, so that by the time they leave Little Dewchurch their standards are about average.

16. The excellent planning enables each lesson to be pitched at the right level for individuals, as well as the whole group. On-going assessments help staff to refine their teaching so that learning is always productive. A very good example occurred in a mathematics lesson. Year 6 pupils were working out problems, competently using 4 and 5 digit numbers. The very highest attaining pupil finished his work quickly, so the teacher provided challenging tasks that were at the very much higher Level 7. Learning accelerated rapidly as the pupil grappled with the greater challenges. Success was achieved because the teacher knew her subject very well and was able to demonstrate how previous learning could be used to solve the new tasks.
17. Another positive feature is the way in which the teachers use questions during the lessons as in a Year 5 / 6 literacy lesson where skilful questioning was used to assess understanding and provoke analysis when reading *Outcast* by Rosemary Sutcliff. Because the teachers know their class very well they ask individual pupils specific questions, which either challenge their understanding or reinforce what has been said, so that all the time the pupils' learning is progressing. This is a constant factor throughout every lesson, not just in literacy and numeracy, and is one of the main reasons that teaching and learning standards are very high.
18. Boys and girls of all backgrounds and capabilities have their needs met by the fully inclusive teaching. Classrooms are orderly places for pupils to learn and to work hard. This is because teachers and classroom assistants work very hard to make their lessons challenging and exciting for their pupils. They are successful, and these interesting lessons ensure that pupils are keen and eager to learn.

The headteacher's leadership is inspirational.

19. The headteacher has been at Little Dewchurch for a considerable time, and she has a very clear vision of the way ahead. Her leadership is inspirational in that she has the ability to successfully motivate, involve, and challenge teachers and all non-teaching staff, governors, pupils and parents.
20. Everyone pulls together with a common purpose, which is to maintain the excellence that is synonymous with the quality of education at Little Dewchurch Primary School. The issues in the last report have been very well tackled and new staff are in place. Teaching and learning are now good in Year 1 and 2. The underlying principle is that all pupils will achieve the highest standards they are capable of achieving in all aspects of school life, and the school is successful in this aim. Everyone is valued and respected within the positive and caring ethos of the school. Links with parents are excellent, and parents actively support their children's learning both in and out of school. This helps the children to push forward in their learning successfully.
21. The team spirit is strong. Everyone connected with the school works effectively together as part of a well-managed team, and this is a key factor in the school's success. Ideas and suggestions are shared, and everyone strives to improve whilst at the same time maintaining high standards all round. Teaching, learning and standards are monitored

with great efficiency, and the school has greatly improved its ability to monitor data and information about itself, and to evaluate its work effectively. Gaps are speedily identified and dealt with, so that progress does not falter. Individual and group targets are set for the pupils, and progress toward targets is carefully checked. All the staff and the headteacher also have individual targets to meet, and the entire process means that adults and pupils alike have a clear understanding of what has to be done next so that success continues to be assured.

22. The school is managed exceptionally well and everything runs smoothly and according to plan. Teaching and support staff are all well trained. The system for setting their performance targets is securely in place, ensuring that they all continue to improve on their already high performance. The school functions as an orderly environment and it is a pleasant place to be. Administrative staff support the headteacher very well indeed, essential in a school such as this where the headteacher has a significant teaching responsibility. Issues identified in the previous inspection report have been tackled very thoroughly and there are no weaknesses in the teaching and learning of the five-to-seven year olds.
23. Governors are a strong part of the team. They are analytical in their approach and they are always ready to ask questions or put forward another point of view, being very effective 'critical friends'. Governors are involved in the day-to-day life of the school, and they have very good systems for monitoring what is happening. The information they gain allows them to check standards and progress all round, as well as having oversight of the finances. This means that their information is accurate and up-to-date when they are planning the way forward.
24. It costs a substantial amount of money to educate pupils at this very small school, and the school gives good value for money. Additional funds have been available through the Small Schools' fund and the Education Action Zone initiative that involves the Local Education Authority. These funds have all been spent wisely to provide extra training for support staff, and to employ additional support staff, with positive results all round. Standards have improved as a result of this initiative, and support staff are better prepared for their roles in the classroom. Funds are well managed, and there are planned savings for building and grounds refurbishment. This is why there was a significant amount of money carried forward in the last financial year. Governors make sure that the school gets the best return on its expenditure, focusing on the maintenance of high standards for pupils' behaviour and their personal development, alongside high academic standards.
25. The school is well resourced, with sufficient teachers and classroom assistants to meet the demands of the curriculum and the diverse needs of the pupils in the infant and junior classes. The school buildings, although a considerable age, have been very well maintained and are attractive and pleasant. The school has access to additional high quality accommodation in the nearby village hall and community centre, and this is in daily use. What is missing is a grassed playing area for team games and activities. The existing grounds, and the playground, are small and sloping and they are unsuitable for team games. Current arrangements mean that the pupils have to travel to a nearby village, a distance of about four miles, for their games activities. This is unsatisfactory.

There is a rich and vibrant curriculum, with excellent provision for the pupils' personal, spiritual, moral, social and cultural development.

26. One of the school's main strengths is the exciting curriculum that it offers to its pupils. Pupils are from many different backgrounds and experiences, but, without exception, they

all experience a rich and varied curriculum whatever their age or gender. There is an appropriate breadth and balance to the curriculum on offer, and all the expected components are there. French is also on the curriculum but was not seen during the inspection.

27. Right from the start of their time in school the children are immersed in activities that encourage them to want to learn. The natural curiosity of the reception children is developed well, for instance when they plant seeds, observing their growth and talking about the colourful spring flowers that emerge. Creative activities such as drawing, painting and model making are enjoyed, and the children are adept at mixing their colours to achieve the shade they want. Outdoor activities take place within the limitations of the outdoor area and the playground, but the children have plenty of opportunities to run, jump and climb. Early literacy and numeracy skills are developed very well, and the children enjoy the fun of 'Jolly Phonics', successfully extending their ability to identify sounds and words correctly.
28. This richness extends throughout the rest of the school as well. Literacy and numeracy sessions are always stimulating and interesting, taking pupils' learning on just that little bit further each time. ICT is used effectively throughout the school. Children in reception, and pupils in Year 1, have made rapid progress in learning letter sounds and words using a program on the computer. Older pupils in Year 5 and 6 are quick to set up a 'fair test' in their science activities, deciding how to create a recording chart on the computer so that their investigation on reversible and irreversible changes can be charted accurately.
29. Another strength lies in the whole area of creative arts. Year 1 and 2 pupils were working at a painting based on Monet's *Poppy Field*. The high expertise of the teacher in demonstrating how to achieve the 'dabbing' technique, meant that very high quality was produced. Pupils used their paint-mixing skills to very good effect, and the finished work was outstanding. Pupils were justifiably proud of their efforts.
30. Junior pupils participate in the County Music Festival. During the inspection they were practising their two pieces – *The owls* and *If you feel like dancing* – both new pieces and quite challenging. Pupils persevered until both they and their teacher were satisfied that they had mastered the harmony in singing, and were getting to grips with the accompanying instrumental work. There was obvious pleasure and enjoyment for everyone.
31. The curriculum is well supported by visitors to school and visits to places of educational interest. Residential visits and visits to an Outdoor Adventure Centre take place regularly, developing social skills and extending the pupils' knowledge and understanding about the topics covered. A group of pupils recently visited the Violet Szabo museum as part of their history studies on World War 2. The artefacts and memorabilia gave the pupils first hand access to primary source materials, helping them to extend their research skills, as well as informing their judgements about the period of study. All of this helps the pupils' already high standards to be improved even further.
32. Sport is enjoyed by all, but achievements and opportunities are curtailed because of the lack of appropriate, nearby playing facilities. The playground is too small for games activities for older pupils, and it has a significant slope, making it unsuitable for most team games. The school does its best to make sure that the pupils have full access to the physical education curriculum. It is successful, but only because the pupils travel to another village, using the facilities there. This takes a great deal of time from the working day, and is totally dependent on good weather. This is not ideal, and standards are held back for many pupils.

33. The provision for the spiritual, moral, social and cultural development of the pupils is excellent. The strong Christian ethos is evident throughout the school, and is an integral part of the school's Mission Statement. Spirituality is developed exceptionally well across the whole curriculum, but especially in art and in music and in the Act of Collective Worship. Time for quiet reflection and prayer gives the pupils an opportunity to have moments of personal peace in their busy days. The whole ethos of the school guides pupils towards an awareness of the awe and wonder of a greater being than themselves. The peaceful sound of water flowing through the small fountain in the school's entrance, welcomes visitors, pupils and staff, creating an atmosphere of quietness and calm.
34. Pupils are very secure about what is right and what is wrong. They know the school and class rules, and they obey them, with a mature self-discipline. Moral understanding is successfully developed about a range of issues from care of the environment and global warming, to issues surrounding fox-hunting. These are all tackled with a balanced calmness so that the significant points are highlighted and discussed in an atmosphere of trust. This helps the pupils to explore their own ideas effectively.
35. Social development is also excellent. Pupils' own personal development is exceptionally well extended through the curriculum as they work and play together, helping and supporting each other, and raising funds for those less fortunate than themselves. Younger and older pupils have a range of responsibilities that successfully develop their social awareness. These include tidying up the classroom; keeping the playground tidy and making sure that other pupils take care of their litter; looking after indoor and outdoor plants; getting the computers ready for the day, as well as specific responsibilities that are changed from week to week.
36. Cultural development is an integral part of school life. This is an all white school, but the pupils know, and are taught about life in other cultures and faiths through their work in geography and religious education. The curriculum features music, dance, literature and drama from other cultures, and all these experiences are fully integrated into the whole curriculum. French is studied, and aspects of European life are fully included. Local cultural traditions are not forgotten, as the pupils study their own village and the traditions of past and present rural Herefordshire.

WHAT COULD BE IMPROVED

The lack of a nearby playing field, or other suitable facility, limits the amount of time available for the pupils to develop their games' skills.

37. The school has no nearby field or safe grassed area for games and outdoor activities. As already referred to above, the playground is very small, and has a significant slope, making it unsuitable for team games or outdoor activities. Currently, in the summer months, the pupils travel by coach to a field in the next village, around three or four miles away. This takes almost the whole of the afternoon, weather permitting. Much time is wasted and there are many missed opportunities for pupils to develop their games' skills. Parents feel that this is the only area of the school's work where standards are not of the highest. They are right.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. To improve the already high standards even further, the headteacher and governors should:-

- (1) Take every possible step to provide a nearby grassed area that is suitable for outdoor games and activities.

Paragraphs:- 25, 32, 37

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
Number	3	7	3	2	0	0	0

Percentage	20	47	20	13	0	0	0
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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 six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	6	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
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
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	7	5

National Curriculum Test/Task Results		English	Mathematics	Science
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
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Individual totals for boys and girls are not included in either table because there are fewer than ten boys or girls in each year group.

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	0
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)	3
Number of pupils per qualified teacher	17:1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	41

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	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	2001
	£
Total income	188549
Total expenditure	178460
Expenditure per pupil	3187
Balance brought forward from previous year	5739
Balance carried forward to next year	15828

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	50
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	75	19	0	3	3
Behaviour in the school is good.	81	17	0	0	2
My child gets the right amount of work to do at home.	53	36	11	0	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	69	28	0	3	0
I would feel comfortable about approaching the school with questions or a problem.	97	3	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	81	19	0	0	0
The school is well led and managed.	97	3	0	0	0
The school is helping my child become mature and responsible.	92	8	0	0	0
The school provides an interesting range of activities outside lessons.	53	25	22	0	0

