

INSPECTION REPORT

SEDFIELD HARDWICK PRIMARY SCHOOL

Sedgefield, Stockton-on-Tees

LEA area: Durham

Unique reference number: 114161

Headteacher: Ms Gillian Coulson

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 8-9 July 2002

Inspection number: 244973

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 with a nursery

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Hawthorn Road
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Stockton-on-Tees
Cleveland

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Appropriate authority: The governing body

Name of chair of governors: Mr James Wayman

Date of previous inspection: February 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sedgefield Hardwick Primary School is a small school in the village of Sedgefield, eight miles from Teesside. The village is a mainly dormitory community where social conditions are favourable and housing includes predominantly owner-occupied homes. Currently, there are 167 pupils on roll (78 boys and 89 girls) and 48 children who attend the nursery part-time. Pupils are aged from 3 to 11 years. Fourteen per cent of pupils are eligible for free school meals, which is similar to the national average. None of the pupils speaks English as an additional language or comes from an ethnic minority group. The school has identified 24 per cent of pupils as having special educational needs and three pupils have a Statement of Special Educational Need. This is similar to the national average. When children enter the nursery, their attainment varies, but overall it is above that expected for their age. The school has recently returned to its refurbished building following a major fire in 2001. This period of disruption had a negative impact on some areas of school development.

HOW GOOD THE SCHOOL IS

This is a good school where standards are well above average. Pupils gain good levels of achievement in literacy and numeracy. This good progress results from the quality of teaching, the pupils' very positive attitudes to their work and well-planned activities. The school is well led and soundly managed. It provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- The quality of teaching is good and so pupils make good progress in their learning.
- The school provides a broad range of relevant learning opportunities that successfully meet the needs of all its pupils.
- It fosters very positive attitudes and, consequently, pupils are very well motivated, their behaviour is very good and they form very positive relationships with other pupils and staff.

What could be improved

- Planning for the future, by having a clearer focus on whole-school priorities for improvement and by developing the roles of the governors and subject co-ordinators.
- Pupils' standards in information and communication technology and the use of their computer skills to support their learning in other subjects.
- Pupils' library and research skills, by the reintroduction of a school library.
- The promotion of pupils' understanding of traditions from Britain's multi-ethnic and multicultural society.

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 progress since its last inspection in February 1996. It has successfully addressed many of the issues raised at that time. There is now a broader range of learning opportunities, better teachers' planning and more effective procedures for assessing pupils' work. Consequently, teaching has improved and standards have risen. The development of a management plan and standards in information and communication technology remain issues for the school.

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	B
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

Children make good progress in the nursery and reception. By the end of reception, they achieve, and many exceed, the expected early learning goals set for them in their language and mathematical development. This good progress continues through Years 1 and 2 and, by the age of 7 years, pupils achieve well above average results in national tests in reading, writing and mathematics. The school's results in national tests for 11-year-olds are well above average in English, mathematics and science. In 2001, the results were in the highest 5 per cent nationally in mathematics. This performance compares very favourably with those of similar schools. There has been a significant improvement in standards in the core subjects of English, mathematics and science since the last inspection.

Inspection evidence indicates that standards in the current Year 6 are similar to those of recent years. Most pupils achieve Level 4, the expected standard for an 11-year-old, in English, mathematics and science. More achieve the higher standard, Level 5, than is normally found. Pupils read very well and develop good speaking and listening skills. Their basic skills in writing, such as spelling, are very good and most apply these skills well in their written work. Pupils have very good numeracy skills and their knowledge and understanding in science is well above average. Overall, pupils gain good levels of personal achievement in these core subjects and are well prepared for the next stage of their education.

Pupils standards in information and communication technology by the age of 11 are below those expected for their age. Currently, pupils make satisfactory progress because of their recent access to new resources. However, they have not made sufficient progress over recent years in developing their skills and in using computers to support their learning in other subjects and so their standards are low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards their school. They are eager to learn and show a pride in their work.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and around the school. They are polite and friendly.
Personal development and relationships	Pupils' personal development is good. Their relationships with each other and with staff are very positive.
Attendance	The pupils' rate of attendance is well above the national average.

The pupils' very good behaviour, very positive attitudes and relationships are important strengths of the school and contribute to its positive ethos.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 overall quality of teaching is good, which is an improvement on the previous inspection when it was satisfactory. During the inspection, almost three-quarters of lesson were good with equal amounts of satisfactory and very good teaching also observed. Consequently, pupils make good progress in their learning. The teaching of literacy and numeracy is good because of the importance the school gives to these basic skills. Teachers plan the activities well and ensure they match the needs of all their pupils by carefully monitoring their progress and by using ability groups and sets. They make effective use of support staff, who make an important contribution to pupils' learning. Teachers do not provide pupils with sufficient opportunities to develop and use their skills in information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a good range of broadly based and relevant learning opportunities. There is a significant focus on the teaching of literacy and numeracy skills, which has helped to raise standards.
Provision for pupils with special educational needs	The school provides effective support for these pupils, which ensures that they make good progress towards their individual targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the school makes good provision for pupils' personal development. Their moral development is very good, spiritual and social development good and cultural development satisfactory.
How well the school cares for its pupils	The staff take good care of their pupils. There are good procedures for child protection but other procedures for ensuring pupils' welfare have yet to be reintroduced following the move back into the school.

The school successfully promotes the inclusion of all its pupils. Strengths in its curriculum include good learning opportunities for children in the Foundation Stage, very effective strategies for teaching literacy and numeracy and good links with the community. The curriculum, however, does not sufficiently develop pupils' multicultural awareness, particularly the contribution made by other races and cultures to music, arts, science and British life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and committed leadership. She is well supported by the deputy headteacher. Together the staff make an effective team though the roles of the co-ordinators in monitoring their subjects is not fully developed.
How well the governors fulfil their responsibilities	The governors are supportive and satisfactorily carry out their statutory duties. Their understanding of the work of the school is limited and their role in shaping and monitoring its development is unsatisfactory.
The school's evaluation of its performance	The school satisfactorily evaluates its own performance. However, current whole-school priorities for improvement are not clearly identified.
The strategic use of resources	The school makes satisfactory use of its financial resources . It uses grants effectively for their specific purposes. The school satisfactorily applies the principles of 'best value' by ensuring money is spent wisely.

The headteacher provides good leadership and the school is soundly managed. The roles of the governors and the subject co-ordinators are not fully developed. The school development plan is not effective in identifying whole-school priorities for improvement and showing how they are to be achieved and evaluated.

Since returning to its refurbished accommodation the school has not set up a library and consequently pupils' research skills are not as good as they could be.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-two parents (38 per cent) completed questionnaires and 11 parents attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel the teaching is good and that their children make good progress. • The staff are approachable. • The school is well led and managed and that the staff have high expectations. • Children like school. • Behaviour is good and the school helps the children become mature and sensible. 	<ul style="list-style-type: none"> • The amount of homework given. • The quality of information they receive about their children's progress. • The range of activities outside lessons. • The school working more closely with parents.

Inspection evidence supports the very positive views of the vast majority of parents. Inspectors found that the school has a sensible approach to homework and a good range of extra-curricular activities that supports pupils learning well. The school has good links with its parents. There are many formal and informal opportunities for parents to discuss their children's progress with the teachers. However, the annual written reports are not always sufficiently informative and consistent in reporting the standards children have attained.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science.

1. The pupils achieve high standards in the core subjects of English, mathematics and science. This is because of good teaching, very effective strategies for teaching literacy and numeracy and pupils' very positive attitudes to their learning.
2. The results of national tests and tasks taken by 7-year-olds over recent years (1999-2001) vary from year to year, reflecting the different attainment levels of the small groups of pupils. Overall, the results are better than those normally found. The average National Curriculum points scores¹ show that pupils are at least a term ahead of what is expected in reading, writing and mathematics. For example, in 2001 all Year 2 pupils achieved Level 2, the expected standard for a typical 7-year-old, in writing, mathematics and science. This is well above the national average for each of these subjects. Most pupils achieved Level 2 in reading, which is above the national average. The proportion of pupils that went on to achieve the higher standard, Level 3, in each subject was well above the national average. Consequently, the school's overall performance in reading, writing, mathematics and science was well above the national averages for these subjects. These results compare very favourably with those of similar schools². They indicate that pupils have made good progress between entering the nursery and the end of Year 2.
3. The results for 2002 show a similar pattern, though national comparative data is not currently available. Most of the pupils in the current Year 2 achieved Level 2 in reading and writing, and all achieved it in mathematics and science. The proportion of pupils achieving the higher standard was lower than in the previous year, as there are fewer higher-attaining pupils in this year-group. However, half of the pupils achieved Level 3 in mathematics and a third in reading. These results represent good progress for these pupils.
4. An analysis of the results of national tests taken by 11-year-olds show that the good progress made in the Foundation Stage and infant classes is continued in Years 3 to 6. The school's results for 1999-2001 in English, mathematics and science tests for 11-year-olds have been consistently well above the national average. They show that by the end of Year 6, pupils are at least two terms ahead of what is expected for their age. In 2001, most pupils achieved Level 4, the expected standard for a typical 11-year-old, in English and all achieved it in mathematics and science. This was well above the national average for each subject. Just under a half went on to achieve the higher standard, Level 5, in English, and over a half achieved it in mathematics and science. This was also well above the national average in each subject. The school's performance compares very favourably with those of similar schools.
5. The results for 2002 show that the performance of the current Year 6 is similar to that seen in recent years. Most pupils achieved Level 4 in English and mathematics and all achieved it in science. The proportion achieving Level 5 is slightly lower than in 2001 in English and mathematics but is similar in science. These results represent good levels of personal achievement for the pupils.

¹ The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school. At Key Stages 1 and 2, the Level attained by each pupil, for example, in mathematics, is given a score. A Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test. Therefore, a school whose average points score for mathematics in the end of Key Stage 1 tests is greater than 15.0 is one whose pupils are performing above that expected for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2, is 27.

² National Benchmark information bands together 'similar schools' based on the proportion of pupils known to be eligible for free school meals.

6. Inspection evidence indicates that standards in reading continue to be high throughout the school. Pupils develop good phonic skills and they use a good range of strategies to read unfamiliar words. Most read fluently and with expression by the time they are in Year 6. Reading is well supported within school through literacy lessons and group reading. It is also well supported at home, as parents listen to their children read frequently. Teachers give pupils many opportunities to develop their speaking and listening skills in literacy lessons. For example, pupils in Year 6 listened intently as their teacher read an eerie passage from Robert Swindell's *Room 13* and therefore they had good recall of the events in the story. They then clearly expressed their views on superstitions. Consequently, by the end of Year 6 almost all pupils speak confidently and listen attentively.
7. An analysis of pupils' writing indicates that by Year 6 they have a good understanding of punctuation and grammar. Pupils present their work neatly and handwriting is clear and joined-up. All pupils, including those with special educational needs, try to write with good expression. Average and higher-attaining pupils combine good imagination and close attention to word choice with a good command of spelling, paragraphs and punctuation. For example, a Year 6 pupil wrote, 'The shadows of the brightly coloured flames danced on the deep terracotta walls. It was warm and peaceful inside.' Teachers encourage higher-attaining pupils to attempt different styles of writing. One successfully used an unusual technique to begin a story when she wrote, 'Well, enough explaining already. You want to get on with the story, right? OK then. Let's start.'
8. In mathematics, pupils have a clear understanding of number and make good progress in developing their numeracy skills. By Year 6, pupils use a range of efficient written methods when adding, subtracting, multiplying and dividing numbers. Most use accurately the formal methods for long-multiplication and long-division. They have a good understanding of place value to three decimal places and understand fractional, decimal and percentage equivalents. For example, one pupil explained that a quarter, 0.25 and 25 per cent were the same. Pupils have a good knowledge of angles, rotational symmetry and metric measures. They calculate the surface area of an interlocking cube shape. The use of ability sets in numeracy lessons is effective and is having a positive impact on learning. As a result, higher-attaining pupils achieve appropriately high standards. For example, these pupils interpret graphs and charts, produce scatter-graphs and understand the mean, mode and median when analysing data.
9. Skills and knowledge in science are well developed. By Year 6, pupils carry out experiments and are secure in their understanding of a fair test. They have a good knowledge of forces. For example, when studying floating and sinking, pupils understood that the up-thrust from the water equalled gravity when an object floated. They understand that some changes to materials are reversible while others are not. Pupils know salt dissolves in water but it can be removed by evaporation, and that cooking is a permanent change. One pupil illustrated this point with a humorous cartoon saying, 'Unscramble these eggs, Mum!'

The quality of teaching is good and so pupils make good progress in their learning.

10. Observations in lessons and an analysis of pupils' work and their results in national tests show that the overall quality of teaching is good and that pupils make good progress in their learning. This is an improvement on the previous inspection when teaching was satisfactory.
11. Teachers' early assessments of children's attainment when they enter the nursery show that their standards are above those expected for their age. By the time pupils leave the school at the end of Year 6, their standards in English, mathematics and science are well above average. Their results compare very favourably with those of pupils in similar schools. This good progress over time indicates that the overall quality of teaching is good.

This was confirmed by an analysis of pupils' work and observations in lessons. During the inspection, teaching ranged from satisfactory to very good. Almost three-quarters of the lessons seen were good with equal amounts of satisfactory and very good teaching also observed.

12. Teachers have a calm, pleasant approach and they manage the pupils well. This fosters the pupils' very positive attitudes and very good behaviour, which allow teachers to concentrate on pupils' learning. Teachers make good use of the well-trained support staff, particularly to support lower-attaining pupils or those with special educational needs. For example, in an infant literacy lesson, the classroom assistant helped two pupils by scribing their suggestions onto a white board, which resulted in good development of their letter recognition.
13. The teaching of the basic skills in literacy and numeracy are particularly good throughout the school. Teachers have a thorough understanding of the National Literacy and Numeracy Strategies. There is a significant focus on the teaching of the sounds that make up words and spelling. They use a wide range of activities and make them fun and interesting for the pupils. In the nursery, children develop an understanding of numbers up to ten through a variety of stimulating activities. For example, they matched the correct number of coloured shapes to a numeral and used cutters to make an exact number of animal shapes from modelling dough. In reception, the teacher used the song *I Saw a Hungry Rabbit*, which was popular with the children, to introduce an exercise on the rhyming words 'hop, top, chop, stop and pop'. In a Year 6 lesson, a well-chosen text resulted in pupils enjoying guessing the missing 'scary' words. The careful grouping of pupils in literacy lessons and the setting of pupils in numeracy and spelling lessons helps teachers to provide activities that challenge pupils whatever their ability. Teachers know the pupils well. Their good day-to-day assessment of pupils' progress ensures that activities are well matched to the needs of the pupils. This results in all pupils, including those with special educational needs and those who are talented, making good progress.
14. Teachers clearly explain new ideas. For example, one effectively used 'help sheets' to show pupils how to produce a border and change the background to a document on the computer. This helped develop pupils' confidence in using a word-processing program. Teachers usually conduct lessons at a brisk pace and good use is made of resources, such as clock faces during a lesson on time. Teachers make effective use of their specialist skills. For example, the music co-ordinator supports the teaching of music in other classes, which enhances pupils' learning and helps to develop the subject knowledge of other teachers. Pupils' work is regularly marked and in English, teachers make usefully comments on how the pupil can improve. Teachers make good use of homework to support pupils' learning, particularly in reading and spellings.

The school provides a broad range of relevant learning opportunities that successfully meet the needs of all its pupils.

15. At the time of the last inspection, the range of learning opportunities was narrow and did not challenge or match the needs of all pupils, especially higher-attaining pupils. Planning systems did not clearly identify the elements of the National Curriculum to be taught or how they should be adapted to meet the needs of the pupils. The school has worked hard to improve its curriculum and it now provides a broad range of relevant learning opportunities and gives high priority to the teaching of basic skills. It successfully provides an appropriate statutory curriculum that meets the needs of all its pupils.
16. The learning provision for children in the Foundation Stage is good. It follows national guidelines for children in nursery and reception, and provides a good balance across the established six areas of learning. It ensures children's progress towards the nationally recommended early learning goals, which lead naturally into the early stage of the National

Curriculum. In the nursery, many of the activities revolve around the principles of learning through first-hand experience, investigation and play. This successfully underpins the teaching and learning. The staff's good planning includes lots of practical explorations and imaginative play. It thoroughly covers all the six areas of learning, though at present children's physical development is restricted. The refurbishment of the purpose built outdoor area is not yet complete and therefore outdoor activities are limited. Staff work hard to create realistic links between the areas so that children can explore an idea in many different contexts. Consequently, their understanding is greatly enhanced. By the end of reception, children are increasingly involved in a modified form of the literacy and numeracy hours. They are encouraged to enjoy learning, as when using songs and rhymes as a basis for literacy activities. The Foundation Stage prepares children well for the start of the National Curriculum in Year 1.

17. In the infants and juniors, a high proportion of time is devoted to literacy and numeracy. The school makes good use of the national guidelines for teaching these subjects. The planning for these subjects is detailed, builds well on pupils' prior learning and shows how it will be applied in new contexts. A distinctive feature of the school's provision for the teaching of literacy is the high priority given to the teaching of phonics and the development of pupils' spelling skills through a weekly spelling lesson. The school has a highly structured scheme of reading books for younger pupils and regular group-reading sessions for older pupils. These initiatives successfully help pupils develop their reading and writing skills. Teachers carefully and regularly assess pupils' progress in literacy and numeracy. Individual targets are then set and teachers' planning adapted to take account of the pupils' needs. Consequently, standards in English and mathematics have improved since the last inspection. Teachers' provide some good opportunities for pupils to develop their writing skills in other subjects. For example, pupils write accounts of experiments in their own words in science. Pupils in Year 6 produce longer pieces of writing in their history projects on the Tudors. A good deal of pupils' writing outside of English is, however, contained in worksheets and some opportunities to develop their ability to write are overlooked.
18. The school has adopted the national guidelines for all other subjects except for physical education and religious education, where local guidelines are used. This successfully addresses the issues raised at the last inspection about ensuring coverage of the National Curriculum. The school has identified when each unit within the guidelines is to be taught and this ensures pupils' progressively build on their prior knowledge of a subject.
19. The school enhances the learning opportunities it provides through an effective range of visits and visitors. Pupils in the juniors take part in a residential weekend of outdoor, physical activities. In Year 6, pupils attend a weeklong residential course that includes activities linked to their work in environmental studies, history, geography and science. An artist-in-residence visits the school each year to work with pupils and staff in developing their knowledge of art and their practical skills. This year, it resulted in pupils making good quality masks. The school offers pupils a good range of extra-curricular activities and clubs. Pupils in the junior classes take part in sporting and musical activities, including football, netball, choir and guitar lessons. There are opportunities for pupils to have individual instrument tuition from peripatetic teachers. There are good links between the school and the wider community, including the police and local secondary school. The school makes good use of the local area and takes an active role in the life of the village. Pupils sing at the local hospice and in nearby Durham Cathedral. They are involved in the village fair and Britain in Bloom competitions.
20. The school successfully promotes the inclusion of all its pupils by ensuring equality of access for all. It ensures there is good support for pupils with special educational needs through the effective provision of well-trained teaching assistants. They play an important role in lessons. They are involved in planning, assessing and evaluating lessons, and keeping their own records. They operate an effective special educational needs teaching

programme that the school has introduced, which develops pupils' literacy skills. Individual educational plans provide satisfactory guidance on the steps needed to help these pupils, though in some cases the targets are not specific enough in showing exactly what the pupil needs to learn.

The school fosters very positive attitudes and, consequently, pupils are very well motivated, their behaviour is very good and they form very positive relationships with other pupils and staff.

21. The school provides pupils with a caring and supportive environment in which to learn. It has a good range of procedures for encouraging positive attitudes and behaviour. Staff have a good knowledge of individual pupils and their personal and social development. Consequently, pupils enjoy coming to school, behave very well and gain good levels of confidence. The pupils' very good behaviour and their very positive response are significant factors in the good progress they make.
22. The school has high expectations of behaviour, which are reflected in the views of the pupils. For example, pupils in Year 6 know that the teachers expect them to set an example and be good role models for younger pupils and they are keen to achieve this. The school has an effective range of measures to promote good behaviour and positive attitudes. Pupils know the school rules and understand the rewards and sanctions that are in place. Parents report that children's achievements are recognised in a special weekly assembly. Reward systems, such as stickers, the *Golden Book* and the *Brainwaves* board encourage pupils to have positive attitudes and to appreciate each other's achievements. Consequently, pupils' behaviour and response in lessons and around the school is very good. In lessons, pupils' behaviour and attitudes ranged from satisfactory to, in the main, very good. In assembly, they listen attentively and show interest in the stories being told. Pupils move around the school sensibly and behaviour in the hall at lunchtime and on the playground is very good. They are aware of what is acceptable and unacceptable behaviour and they feel staff treat them fairly. Incidents of antisocial behaviour are infrequent but if they occur, staff take prompt action. Pupils spoken to by inspectors are satisfied that any incidents of bullying are taken seriously and that staff are helpful and will listen to them if they have concerns.
23. Pupils like school and they enjoy lessons, which they feel are fun, and the way teachers challenge them in subjects, such as mathematics. They are pleased to be back in their own building and they treat it with respect and handle resources with care. From an early age they show interest in their work. For example, children in the nursery were fascinated by pictures of whales after listening to a story about them. Older pupils are very attentive during literacy and numeracy lessons and are keen to answer questions and offer ideas. They sustain good levels of concentration and when activities are challenging, they are well motivated in lessons. For example, pupils in Year 6 enjoyed the challenge of working out the pattern of numbers within a sequence to identify the next one and then challenging the teacher to solve their patterns. Pupils are keen to discuss their work and take a pride in its presentation.
24. Pupils are friendly, polite and well mannered. They work well together, sharing equipment and taking turns. They encourage and support each other and work well together in small groups and pairs. For example, pupils in Year 4 help each other as they work on the computers in an information and communication technology lesson. They sensibly discuss how they can produce a certificate and are willing to listen to the advice of others. Relationships between pupils are very good. Pupils also relate very well to staff and they value the support given to them by the adults in school. Pupils are keen to help and when given responsibility they carry out their duties conscientiously. For example, they run the tuck shop, provide music in assembly and do jobs as they arise. Pupils respond well and would benefit from even further opportunities to take responsibility.

WHAT COULD BE IMPROVED

Planning for the future, by having a clearer focus on whole-school priorities for improvement and by developing the roles of the governors and subject co-ordinators.

25. At the time of the last inspection, the then newly appointed headteacher's management was not sufficiently well established to provide clear direction and leadership. There were also weaknesses in the school's development plan, which was minimal and lacked specific targets, success criteria and costings. Since then, the overall leadership and management of the school have improved but there are weaknesses in strategic planning and the roles of the governors and subject co-ordinators. Currently, the school is well led and soundly managed. The school fire, the move to temporary accommodation and the return to the refurbished accommodation have taken much the governors and staff's time and energy over the last 18 months.
26. The headteacher provides good leadership. She shows a strong commitment to the school and has been effective in raising standards in the core subjects since the last inspection. The deputy headteacher and the staff ably support her. Together they form an effective team and they manage the day-to-day running of the school well. The role of the subject co-ordinators and their impact on improving standards has developed since the last inspection. In particular, the headteacher and deputy as co-ordinators for English and mathematics have ensured that teaching and learning in these subjects have improved. The co-ordinator for special educational needs manages this aspect well. However, the roles of co-ordinators in other subjects have developed more slowly and it is recognised that they require continued development. Procedures for monitoring pupils' standards, evaluating teaching and learning, and developing the subject are not fully in place for all subjects.
27. The governing body is supportive of the school. It successfully fulfils its statutory responsibilities by ensuring all legally required documents and policies are in place, including the school's prospectus and special educational needs policy. The latter, will however require updating in the light of the new national Code of Practice³. The governing body meets regularly and has an appropriate structure that includes committees for buildings, personnel and finance. Governors satisfactorily monitor spending and they played a full role in the consultation and planning process following the school fire. However, their knowledge of the school's strengths and weaknesses is limited and, therefore, unsatisfactory. They do not have in place an effective system to fully develop their understanding of classroom practice or to monitor at first-hand the school's progress towards its improvement targets. Their input into the school's strategic long-term planning is also limited. Consequently, their role in shaping the direction of the school is unsatisfactory.
28. The school's strategic planning has been identified in the main by the headteacher with some input from the staff and limited input from the governors. Future targets are set out in the school's development plan. This is a detailed document, though much of its content is not directly concerned with school improvement. It sets a number of targets but does not clearly prioritise these or indicate how the whole school will be involved in achieving and evaluating them.

³ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#) [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

Pupils standards in information and communication technology and the use of their computer skills to support their learning in other subjects.

29. At the time of the last inspection, the quality of teaching and learning in information technology was unsatisfactory and standards were below national expectations. Since then, the school has purchased new computers and has introduced national guidelines to help teachers with their planning. These guidelines ensure that they teach all aspects of the subject through appropriate activities for the age of the pupils. The positive impact of these initiatives has unfortunately been limited by the school's fire. Much of the school's resources were destroyed. The pupils' access to computers whilst in temporary accommodation was inconsistent and limited. Teachers' training in the use of computers in the classroom has been delayed.
30. Since returning to its refurbished accommodation, the school has placed its new computers in an information and communication technology suite. Teachers have introduced a weekly lesson during which they teach specific information and communication technology activities. In some of the larger classes, these activities are taught to half of the class one week and the other half the following week. Where these lessons were observed during the inspection, teaching was at least satisfactory and in some lessons it was good. Pupils made sound progress in developing their skills on the computer. For example, pupils in Year 4 made clear progress when using a word-processing program to produce a certificate. However, an analysis of their skills and those of other pupils across the school, through an examination of their previous work and discussions with pupils and staff, show that overall standards are below those expected.
31. Through following the school's new scheme of work for the subject, pupils are having opportunities to experience all aspects of the subject. For example, pupils use computers to communicate their ideas. Pupils in Year 2 write and print lists of what 'Maisy Muddle' is to take on holiday while pupils in Year 5 write thank-you letters. In Year 4, pupils use a data-handling program to produce graphs showing their favourite foods. Pupils in Year 6 enter a series of commands to make a traffic light show the right sequence of colours. However, pupils have not had sufficient opportunities over recent years to develop fully their knowledge and skills. Consequently, pupils do not have the depth of understanding required to meet the national expectations for this subject.
32. In part, the pupils' below average standards are due to their limited access to computers after the fire. While those pupils who have computers at home are confident in using the keyboard, many others are not. Pupils have not had sufficient opportunities to practice the new skills they have learned to consolidate this knowledge. By the end of Year 6, therefore, pupils have not sufficiently developed their skills, such as sending e-mails, using desktop publishing programs or publishing their work on web pages.
33. While most pupils have a weekly lesson in the new information and communication technology suite, they have very little access to computers at other times. Teachers have not developed useful strategies to ensure the pupils have sufficient hands-on experiences to consolidate their learning and to use their skills to support their learning in other subjects. For example, pupils may have entered information into a data-handling program to produce a chart or a graph but they do not use this skill when recording data in mathematics or science lessons. Opportunities for pupils to use CD-ROMs and the Internet to find information for topics in geography and history are limited. Teachers are not fully aware of when and how computers can be used to support pupils' learning and they are not all confident in using the computers and software available. Training for the staff as part of a national initiative to improve the use of computers is due to take place later this year.

Pupils' library and research skills, by the reintroduction of a school library.

34. As part of the refurbishment of the school's accommodation following the recent fire, the room previously used as a library has been converted into an information and communication technology suite. While this has had a positive impact on pupils' work using computers, it has left the school without a central library for both fiction and non-fiction books. This has had a negative impact on developing pupils' library skills.
35. Pupils continue to have access to fiction and non-fiction books, which are kept in classrooms and the corridors. However, pupils are not developing appropriate library skills for their age. For example, they do not learn to search for fiction books using alphabetical order by author. They do not have opportunities to find non-fiction books on a topic being researched by using a library classification system, such as the Dewey system. The lack of a library also limits the development of pupils' independent learning skills.

The promotion of pupils' understanding of traditions from Britain's multi-ethnic and multicultural society

36. The school's overall provision for pupils' personal development is good. Strengths within this provision include very good support for pupils' moral development and good support for their spiritual and social development. Provision for pupils' cultural development is satisfactory overall but is weak in the development of pupils' understanding of traditions from Britain's multi-ethnic and multicultural society.
37. The school successfully promotes the cultural traditions of its own area. For example, it takes an active role in the local medieval fayre and studies life in the village through local history and geography topics. In religious education, pupils gain a knowledge of the major world religions. A Buddhist monk has visited the school and during the inspection, there was an informative display on Buddhism in the infants. Older pupils learn about the beliefs and celebrations of Sikhs and Jews. Teachers recognise that opportunities to develop pupils' appreciation of diversity and richness of other cultures, particularly those found in Britain, is not specifically planned for in all subjects. This aspect of the curriculum is not as rich as is usually found in primary schools, and so pupils' understanding of other cultures is under-developed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on the school's many strengths, the governors, headteacher and staff should now:

- (1) further improve planning for the future by:
 - providing governors with more effective opportunities to learn about and monitor the work of the school;
 - fully involving the governors, together with the headteacher and staff, in the identification of agreed priorities for school improvement;
 - clearly identifying these whole-school priorities and how they are to be achieved, monitored and evaluated within the school's development plan;
 - developing the co-ordinators role in monitoring and evaluating standards, teaching and learning within their subjects;
- (2) raise standards in information and communication technology and improve the pupils' use of these skills to support their learning in other subjects, by:
 - ensuring that all aspects of the subject are taught in sufficient depth;
 - providing continued in-service training to improve teachers' subject knowledge and confidence in the use of information and communication technology;
 - developing strategies, so that pupils have more opportunities to use information and communication technology to support their learning in all subjects.
- (3) improve pupils' library and research skills by the reintroduction of a school library;
- (4) promote pupils' understanding of traditions from Britain's multi-ethnic and multicultural society by the inclusion of a good range of appropriate activities in all subjects.

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	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	2	9	2	0	0	0
Percentage	0	15	70	15	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)	24	167
Number of full-time pupils known to be eligible for free school meals	-	23

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	51

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (71)	100 (100)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (86)	100 (95)
	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	13	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	18	20	20
Percentage of pupils at NC level 4 or above	School	90 (92)	100 (92)	100 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Total	16	15	20
Percentage of pupils at NC level 4 or above	School	80 (96)	75 (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	167
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	77.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	22.5
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	418,809
Total expenditure	421,657
Expenditure per pupil	2,208
Balance brought forward from previous year	32,479
Balance carried forward to next year	29,631

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
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 38%

Number of questionnaires sent out	215
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	61	38	0	0	1
Behaviour in the school is good.	56	37	1	0	6
My child gets the right amount of work to do at home.	31	55	10	3	1
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	48	38	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	45	41	10	1	3
The school is well led and managed.	63	36	0	0	1
The school is helping my child become mature and responsible.	56	44	0	0	0
The school provides an interesting range of activities outside lessons.	32	46	11	3	8