

INSPECTION REPORT

DARRINGTON CE JUNIOR & INFANT SCHOOL

Darrington, Pontefract

LEA area: Wakefield

Unique reference number: 108243

Headteacher: Mrs Susan Hardacre

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 17-18 March 2003

Inspection number: 246779

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled¹

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Denby Crest
Darrington
Pontefract

Postcode: WF8 3SB

Telephone number: 01977 722635

Fax number: 01977 722635

Appropriate authority: The governing body

Name of chair of governors: Mr David Holmes

Date of previous inspection: February 1998

¹ Because Darrington School is a voluntary controlled Church of England school the inspection of collective worship is carried out under Section 23 of the Schools Inspections Act 1996 (Denominational Education) by the inspector approved by the Diocese and appointed by the governing body.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England voluntary controlled primary school. It is situated in Darrington, a residential village close to Pontefract. Social conditions within the village are favourable. The school is smaller than other primary schools. Currently, there are 96 pupils on roll (53 boys and 43 girls). Two per cent of the pupils are eligible for free school meals, which is below the national average. None of the pupils speaks English as an additional language or is from a minority ethnic group. The school has identified 10 per cent of pupils as having special educational needs, which is below the national average. None has a statement of special educational need. On entry to the school, children's attainments vary but overall they are above average for their age. The school occupies two sites and is currently undergoing major building work.

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 results from the good quality of teaching and the pupils' very positive attitudes. The school is well lead and managed. It provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- The school fosters very positive attitudes, and consequently pupils are well motivated, very well behaved and form very good relationships.
- The headteacher provides good leadership and she is well supported by a very effective staff team and supportive governors.

What could be improved

- Pupils' standards in religious education and information and communication technology, and the use of computers to support their learning in other subjects.
- 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.
- The promotion of pupils' understanding of the richness and variety of other cultures found within Britain's multiethnic 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 satisfactory progress since its previous inspection in February 1998. The planning of what is to be taught has improved and the school now satisfactorily monitors its curriculum. It has introduced suitable procedures for assessing pupils' progress in all subjects. The designated outdoor area for children in reception created after the last inspection is being redeveloped as part of the current building work. The school has successfully maintained the good standards observed at the last inspection. However, it has not made sufficient progress in providing pupils with experiences of cultures other than their own.

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
	2000	2001	2002	2002
English	A	*	A	B
Mathematics	A	*	B	D
Science	A	*	B	C

Key

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

*Data has been omitted, as there were fewer than 10 pupils in the year group.

The school's performance in national tests, together with inspection evidence, confirms that pupils achieve high standards in each of the three core subjects. Comparisons with national averages vary slightly from year-to-year as a result of the small number of pupils in the relevant year group. The school sets realistic targets and the overall improvement in results over recent years has been similar to the improving national trend. In comparison with similar schools², the results have been favourable, particularly in English.

Over recent years (2000-02) pupils' overall performance in national tests for 7-year-olds has been well above the national average. In 2002, for example, pupils were almost two terms ahead of what is expected for their age in reading, writing and mathematics. By the age of 11, pupils' performance in national tests over recent years has also been well above the national average. This is because all pupils achieved Level 4, the expected standard for a typical 11-year-old, in English and science, and most achieved it in mathematics. Half of the pupils went on to achieve the higher standard, Level 5, in English and science, and over a third achieved it mathematics.

Inspection evidence confirms that pupils throughout the school do well in English, mathematics and science. Pupils listen attentively, speak confidently and achieve good standards in literacy and numeracy. They have good knowledge and understanding for their age in science. However, standards in information and communication technology are below those expected for their age. This is because pupils do not have sufficient opportunities to develop and use their skills on the computer. Standards in religious education are below those expected as insufficient time has been given to developing pupils' understanding of different world religions.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have very positive attitudes towards school and enjoy their learning.
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 very good. Overall, their relationships with each other and with staff are very positive.
Attendance	The pupils' attendance rate is well above the national average.

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

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

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

During the inspection teaching ranged from satisfactory to very good. Overall, the school has maintained the good quality of teaching observed at the last inspection. The teaching of literacy and numeracy is good because of the importance the school gives to these basic skills. Teachers carefully monitor the pupils' progress and so meet the needs of all pupils. They manage the pupils well and there is a good pace to lessons. Consequently, pupils make good progress in their 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 satisfactory range of relevant learning opportunities. There is a significant focus on the teaching of literacy and numeracy but insufficient time is given to information and communication technology and religious education.
Provision for pupils with special educational needs	The school provides good support for these pupils including good-quality individual education plans. Consequently, they make good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' personal development is good and supports the aims of the school. There is very good provision for pupils' social and moral development and good provision for their spiritual development. Cultural development is satisfactory, but there are insufficient opportunities for pupils to appreciate the diversity and richness of other cultures.
How well the school cares for its pupils	The staff take good care of their pupils. There are good procedures for child protection and pupils' welfare.

The school's caring environment includes good provision for pupils' personal development. This, together with the very good moral and social provision, has a positive impact on pupils' attitudes to learning, their behaviour and their good progress. The school successfully promotes the inclusion of all its pupils. It has correctly recognised the need to develop its provision for information and communication technology, religious education and multicultural education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. The deputy headteacher supports her well. Together the staff make a very effective team though their roles in managing the curriculum and in monitoring teaching and learning are not fully developed.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. Governors satisfactorily monitor the work of the school and are developing their role in shaping its direction.
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 the funds it is given and ensures appropriate resources are available. It satisfactorily applies the principles of 'best value' by questioning what it does and ensuring money is spent wisely.

The governors and headteacher recognise the need to develop further the management of the school. The development of the roles of the subject co-ordinators and governors together with a clearer focus on whole-school priorities have been correctly identified as areas for improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifteen parents attended a meeting with inspectors and 44 parents (56 per cent) completed questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children's behaviour is good. • Expectations are high and the school helps children become mature and responsible. • Teaching is good and children make good progress. • The school is well led and managed and staff are approachable. 	<ul style="list-style-type: none"> • Information on children's progress. • The school working more closely with parents. • The amount of homework. • The range of extra-curricular activities.

Inspection evidence supports the parents' positive views. Overall, the links with parents are good but improvements in communications could be made. The information provided on children's progress, for example in annual written reports, is inconsistent in its quality. Clearer guidance is required on when and how much homework is given. The range and frequency of extra-curricular activities offered to pupils, for a small school, is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve high standards in English, mathematics and science.

1. Pupils enter the school with levels of attainment that are above those expected for their age. The school's performance in national tests for pupils aged 7 and 11 varies slightly each year because of the small numbers in each group of pupils and small differences in pupils' attainment on entry to the school. In recent years, the overall standards achieved by the age of 11 have been high. They reflect the very positive attitudes of the pupils towards their learning and the good quality of teaching they receive. The results over recent years have been improving in line with the national trend. In comparison with similar schools, the results have been favourable, particularly in English.
2. The results of national tests and tasks taken by 7-year-olds over recent years (2000-02) are better than those normally found. Almost all pupils achieved Level 2, the expected standard for a typical 7-year old, in reading, writing and science. All pupils achieved Level 2 in mathematics. The proportion of pupils who went on to achieve the higher standard, Level 3, in each of the subjects was higher than that found nationally. For example, half of the pupils achieved Level 3 in reading and mathematics compared with just below a third nationally. The average National Curriculum points scores³ over the last three years show that pupils are almost two terms ahead of what is expected in reading, writing and mathematics. Teacher assessments show that pupils do equally as well in science. Consequently, the school's overall performance in reading, writing, mathematics and science was well above the national averages for these subjects. These results compare favourably with those of similar schools. They indicate that pupils have made good progress between entering reception and the end of Year 2.
3. An analysis of the results of national tests taken by 11-year-olds over the last three years shows that this good progress is continued in Years 3 to 6. The school's results for 2000-02 in English have been consistently well above the national average in English and, though more variable from year-to-year, overall well above average in mathematics and science. They show that by the end of Year 6, pupils are at least two terms ahead of what is expected for their age. Over the three years, the proportion of pupils who achieved Level 4, the expected standard for a typical 11-year-old, has been well above the national average in English, mathematics and science. The proportion that went on to achieve the higher standard, Level 5, was well above average in English and science, and above average in mathematics. Overall, the school's performance compares favourably with those of similar schools. In 2002, for example, the results in English were above the average obtained by similar schools, and well above those schools that achieved similar results when the pupils were in Year 2.
4. Inspection evidence indicates that standards in reading continue to be high throughout the school. Pupils develop a good range of strategies to read unfamiliar words. For example, younger pupils use picture clues, initial-letter sounds and they break the words up into smaller parts and older pupils use the context in which the word appears. Most pupils read fluently and with expression by the time they are in Year 6. They understand how to use a book's contents and index and successfully skim and scan the text when looking for specific information. The school's current split site results in restricted library facilities. As a result pupils' understanding of the use of library classifications is limited. Reading is well

³ 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.

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 provide many useful opportunities for pupils to develop their speaking and listening skills. For example, pupils listen intently to stories, such as in literacy lessons and assembly and therefore they have good recall of the main points of the story. Particularly effective strategies, including choral speaking when reading a poem and encouraging pupils to discuss an item quickly with their partner during lessons ensures all pupils make good progress in their speaking skills. Consequently, by the end of Year 6 almost all pupils speak confidently and listen attentively.

5. An analysis of pupils' writing indicates that by Year 6 they have a good understanding of punctuation and grammar. In the main, 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. Very good use is made of planning webs or 'story mountains', which help pupils to develop their writing successfully. For example, the use of such webs helped pupils in Years 3 and 4 to include the setting and good character descriptions in their stories about *The Fox Hunter*. One pupil set the scene very well when he wrote, 'As the clock struck twelve, the fox hunter picked up his gun and plodded towards the door, he loosened the latch and peered outside. The wood was covered in a blanket of snow like icing on a cake.' Another was effective in adding a sense of fear by the use of the sentence, 'He lived in a stone built croft where no fox would dare to go!' Pupils make good use of drafting and re-drafting their ideas so as to improve the quality of their writing. Their writing is well structured, has convincing openings, central content and endings, and paragraphs mark main divisions. In a letter writing exercise, pupils made effective use of terms such as 'Firstly, ...' and 'In conclusion, ...'. Pupils' writing is varied and interesting and conveys meaning in a variety of forms. Younger pupils write clear instructions on how to make a sandwich, pupils in Years 3 and 4 use direct speech when writing plays and older pupils express their opinions clearly when writing about whether footballers should be paid so much. Pupils make good progress in their writing particularly when teachers model helpful examples of their own writing, showing how the text can be made more interesting and exciting. Good quality marking in some classes also provides clear guidance on how pupils can improve the quality of their writing.
6. In mathematics, pupils have a clear understanding of number and make good progress in developing their numeracy skills. By Year 2, pupils know the addition and subtraction facts for each number to 20, and they use these facts in solving problems using larger numbers. For example, pupils use a range of appropriate strategies to subtract 12 from 38. They use these strategies well to solve problems such as finding the change after buying two gifts. By Year 6, pupils have a good understanding of number. They successfully use their understanding of place value to multiply and divide whole numbers and decimals by 10 and 100. Pupils 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 understanding of the properties of three-dimensional shapes, angles and metric measures. They calculate the perimeter and area of rectangular shapes. When handling data, pupils use frequency tables, interpret graphs and charts, including pie charts, and understand the mean, mode and median when analysing data.
7. Skills and knowledge in science are well developed. Younger pupils develop a good knowledge of life cycles when learning about the butterfly and frog. Through practical activities they develop their investigative skills and a good understanding of materials, as when investigating whether one thick coat is warmer than three thin layers. In Years 3 and 4, pupils plan investigations and have a good understanding of light and shadows and forces, such as magnetism. By Year 6, pupils satisfactorily carry out experiments and carefully record their findings. They make thoughtful predictions and are secure in their understanding of a fair test. They have a good understanding of simple electrical circuits and draw accurate circuit diagrams to match their practical experiments. Pupils are

working at the expected standard for their age and many are working towards the higher standard. This was observed when pupils showed good understanding of light. They know light travels in straight lines and have good knowledge of scientific vocabulary, including the terms opaque, translucent and transparent.

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.

8. The school has a good range of procedures for encouraging positive attitudes and behaviour. It provides pupils with a caring and supportive environment in which to learn. 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.
9. The school has high expectations of behaviour, which are reflected in the views of the pupils. Older pupils 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. For example, at lunchtime older pupils help younger ones during the meal and they play well together afterwards. 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. Pupils' achievements are recognised in a special merit book and rewards, such as stickers, 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 good 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 dining 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 any 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.
10. Parents state that their children like school and this was confirmed during the inspection. They are looking forward to the completion of their new building and watched with great interest the arrival of the builder's crane. Pupils treat the current buildings with respect and handle resources with care. From an early age they show interest in their work. For example, children in the reception class settle very quickly to productive activities on arriving in their classroom each morning. They maintain good levels of concentration for their age and are eager to answer questions during activities. For example, children were keen to tell their teacher which direction to move an object on a grid – up, down, left or right. The younger pupils enjoy lessons, which they feel are fun. For example, during a religious education lesson on the Passover, pupils expressed their ideas confidently and showed very good self-discipline and enjoyment when tasting examples of food from the Seder plate.
11. 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 very well motivated in lessons. For example, pupils were very keen to discover how objects move over different surfaces during a science lesson. Pupils throughout the school 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 helped each other as they worked on a computer in a literacy lesson. They sensibly discussed which words they should add to improve the text. A small number of parents expressed concerns about

relationships within school. The inspection found that relationships between pupils are very good and pupils also relate very well to staff. Pupils value the support given to them by the adults in school, but some would like more activities to be fun.

12. Pupils are keen to help and when given responsibility they carry out their duties conscientiously. For example, older pupils carefully carry out duties at lunchtime. The members of the school council sensibly discuss ideas and concerns raised by their classmates with a strong sense of fairness. The council makes a very good contribution to their understanding of citizenship and pupils' social and moral development.

The headteacher provides good leadership and she is well supported by a very effective staff team and supportive governors.

13. At the time of the last inspection the leadership and management of the school were strong. Since then a new headteacher has been appointed. The school has maintained its strengths in these important aspects and remains well led and managed.
14. The school has clear aims, which are published in its prospectus. They are based on the provision of high quality education within a stimulating and caring environment. There is a strong sense of the school being an important element of the local community. The headteacher provides good leadership and has developed a sense of common purpose amongst the staff and governors. She has successfully moved the school forward since her appointment and has ensured high standards are maintained. The headteacher has gained the confidence of governors, staff and parents, who find her and the school's staff approachable. The headteacher is well supported by the deputy headteacher and the staff. They form a very effective team and make a good contribution to the management of the school.
15. There are effective procedures for the monitoring of teaching and learning by the headteacher, including good strategies for performance management. The headteacher and small number of teachers share the work of co-ordinating the subjects taught, with each taking management responsibility for three or four subjects. They monitor planning, resources, pupils' work and their results in tests. These strategies have had a positive impact on the development of the school's curriculum, particularly in literacy. The school has correctly identified the need to develop the teachers' role further so as to give them a greater input into monitoring teaching and learning across the school and in further raising standards.
16. The governing body is very supportive of the school. It successfully fulfils its statutory responsibilities by ensuring all legally required documents and policies are in place, including its annual report to parents, which it combines with its prospectus into an informative document. The governing body meets regularly and has an appropriate structure that includes committees for curriculum and finance. It carefully monitors spending and has put high priority on funding the new accommodation currently being built, which will result in all of the classes being in one building. The school's current high carry forward is to help finance this development. Governors see questioning policy and practice as an important part of their role. They have correctly identified their need to develop a better understanding of the day-to-day working of the school and are keen to develop procedures for regular focused visits to the classroom to help their understanding of the work of the school.
17. Governors, headteacher and staff have successfully addressed most of the issues identified at the time of the last inspection in February 1998. The introduction of guidelines for each subject has resulted in better monitoring of the curriculum. Newly introduced systems provide more effective procedures for assessing pupils' progress. The school created a designated outdoor area for children in reception, though this is no longer

available because of the current building work. The new accommodation when completed will include a new area specifically for this purpose. The school, however, has yet to provide pupils with sufficient experiences of cultures other than their own.

18. The school has consistently maintained high standards and pupils make good progress in the core subjects of English, mathematics and science. Its capacity for improvement is good and the commitment of the governors, headteacher and staff is strong. The school provides good value for money. Taking account of all these different aspects, the overall leadership and management of the school are good, though there are areas for development (see paragraphs 26-28).

WHAT COULD BE IMPROVED

Pupils' standards in religious education and information and communication technology, and the use of computers to support their learning in other subjects.

19. At the time of the last inspection standards in information and communication technology were in line with national expectations. Since then the school has not kept pace with developments in the subject and currently standards are below expectations by the age of 11 years. Similarly, at the last inspection standards in religious education were in line with the expectations of the local agreed syllabus. The school has not kept pace with changes to both national and local guidelines for the subject. Consequently, standards have declined and are currently below those expected by the age of 11 years. The school has correctly identified that current standards in these two subjects are not high enough.
20. Through following the school's new scheme of work for information and communication technology, pupils have opportunities to experience all aspects of the subject. They use computers to communicate their ideas. For example, pupils use a word-processing program to present their work in literacy lessons. Pupils in Years 1 and 2 wrote and printed alliterations, and pupils in Years 3 and 4 added simple graphics to decorate their autumn poems. Pupils in Years 5 and 6 added photographs from a digital camera to their printed instructions on how to make and use a game. In Years 3 and 4, pupils use a data-handling program to produce graphs to show, for example, rainfall. Older pupils produce a sequence of instructions to make things happen, such as operating a traffic light. However, pupils have not had sufficient opportunities 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.
21. In part, the pupils' below average standards are due to their limited access to computers. The geography of the school's accommodation in three separate buildings has meant that each class has access to only a limited number of computers. While some computers are modern others are dated and are of limited use. The teaching of new skills involves pupils watching demonstrations on a computer. Pupils' limited access then results in insufficient hands-on experiences to consolidate their learning. By the end of Year 6, therefore, pupils have not sufficiently developed their skills, such as sending e-mails, using desktop publishing programs, producing spreadsheets and monitoring and controlling external events.
22. Teachers are beginning to use information and communication technology to support pupils' learning in other subjects. Activities involving the editing of text are used satisfactorily in literacy lessons. Pupils have used CD-ROMs to find things out about the body in science and they have used a local web site on the Internet when researching a local history topic. Opportunities such as these are, however, very limited and pupils do not make sufficient regular use of computers to support their learning. The school is aware of the need to improve both pupils' skills and knowledge and their use of information

and communication technology. It intends to improve access to computers and improve the range of software when it moves into its new accommodation later this year.

23. In religious education, the school follows the locally agreed syllabus for the subject. This has been updated recently. It is intended that pupils learn about Christianity and other world religions, develop respect for others and relate the study of religion to personal experiences and reflect on spiritual, moral and religious issues. While pupils know that people have different beliefs and that these should be respected, they do not have sufficient knowledge and understanding of world religions to meet the expectations of the locally agreed syllabus.
24. Children in reception make a satisfactory start in learning about Christianity through stories from the Bible, including *Noah and his Ark* and the *Good Samaritan*. Through classroom activities they learn about celebrations such as Christmas, Mother's Day and Easter. As part of their personal and social development, children begin to discuss feelings, sharing and caring for living things. However, they do not begin to learn about a second world religion as outlined in the local syllabus.
25. In Years 1 to 6, teachers have adopted guidelines to help them plan activities that meet the requirements of the agreed syllabus. For example, during the inspection pupils in Years 1 and 2 made good progress in a lesson about the Passover and the Seder meal as part of their topic on Judaism. An analysis of pupils' work and discussions with staff and older pupils show that by Year 6, pupils develop a satisfactory knowledge of Christian traditions, such as Christmas celebrations. They know that the Bible is a collection of books divided into Old and New Testaments. Pupils have some knowledge of their current topic on Islam. For example, they know that Muslims believe that Muhammad was sent a message from Allah and that the *Qur'an* is their special book. They are beginning to understand what following a religious faith means. However, their depth of knowledge, particularly of world religions other than Christianity is limited and does not meet the expectations of the syllabus. This is partly because the school does not allocate sufficient time to the subject. Because of the limited amount of time devoted to the subject pupils do not make full use of their good literacy skills to express their ideas and feeling. Although pupils learn about faiths other than Christianity, they do not always link these to the society in which they live. Pupils visit the local church to look at some of the features of a religious building, but they do not have the opportunity to visit places of worship of other faiths or to listen to visitors from those faiths. Very little use is made of information and communication technology to support pupils' learning of the different faiths.

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.

26. Overall, the school is well led and managed. Planning for the future, however, requires further development. The teachers' roles as subject co-ordinators and their impact on improving standards has developed since the last inspection but it is recognised that they require continued development. Procedures for them to monitor pupils' standards, evaluate teaching and learning, and develop their subjects are not fully in place.
27. The governors are supportive and effectively carry out their statutory responsibilities. They keep up to date with new developments, such as the introduction of performance management, through training courses. They have a satisfactory understanding of the work of the school, but their involvement in long-term strategic planning is not fully developed. The governing body receives useful information from the headteacher. Since the last inspection, the governing body has introduced links between governors and subject co-ordinators. These procedures provide governors with a satisfactory understanding of the strengths and weaknesses of the school. Governors are keen to develop systems for evaluating the school's performance. However, their first-hand

experiences of the work of the school are limited. There is no planned programme of regular focused visits to help governors learn about the school and to monitor its progress towards its long-term objectives.

28. The school has a detailed school improvement plan that identifies appropriate areas for development though much of its content is not directly concerned with school improvement. The headteacher and teachers produce action plans that outline objectives and future resource and training needs. Governors approve the plan, but their input into the formation of priorities has been limited. Recent initiatives, such as a joint meeting between staff and governors to discuss the improvement plan, are a positive step in improving governors' involvement. The plan, while satisfactory, does not provide a clear whole-school focus to school improvement. The most important priorities for school improvement are not clearly identified. Success criteria are not always specific enough to measure progress against.

The promotion of pupils' understanding of the richness and variety of other cultures found within Britain's multiethnic and multicultural society.

29. The school's overall provision for pupils' personal development is good. Strengths within this provision include very good support for pupils' moral and social development and good support for their spiritual development. Provision for pupils' cultural development is satisfactory overall but is weak in the development of pupils' understanding of traditions from Britain's multiethnic and multicultural society. This is a similar situation to that found at the previous inspection.
30. The school successfully promotes the cultural traditions of its own area. For example, it takes an active role in the local events and studies life in the village through local history and geography topics. In religious education, pupils gain some knowledge of the major world religions, though this is below the expectations of the locally agreed syllabus for the subject. The school recognises that opportunities to develop pupils' appreciation of the 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?

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

(1) raise standards in:

- information and communication technology by:
 - ensuring all aspects of the subject are taught in sufficient depth;
 - developing strategies, so that pupils have more opportunities to develop their computer skills;
 - making greater use of information and communication technology to support pupils' learning in other subjects;
 - providing continued in-service training to improve teachers' subject knowledge and confidence in the use of information and communication technology;
- religious education by:
 - allocating sufficient time to the subject, as recommended by the locally agreed syllabus;
 - ensuring all aspects of the subject are taught in sufficient depth;

(2) further improve planning for the future by:

- developing the co-ordinators' role in monitoring and evaluating standards, teaching and learning within their subjects;
- 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;
- providing governors with more effective opportunities to learn about and monitor the work of the school;

(3) promote pupils' understanding of the diversity and richness of other traditions from Britain's multiethnic and multicultural society by the inclusion of a good range of appropriate activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
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	5	1	0	0	0
Percentage	0	25	62.5	12.5	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 10 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)	92 FTE
Number of full-time pupils known to be eligible for free school meals	2

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	10

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	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

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
	2002	7	7	14

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	13	14	13
Percentage of pupils at NC level 2 or above	School	93 (100)	100 (100)	93 (100)
	National	85 (85)	89 (89)	89 (89)

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
	2002	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	13	16
Percentage of pupils at NC level 4 or above	School	100 (*)	81 (*)	100 (*)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	11	15	16
Percentage of pupils at NC level 4 or above	School	69 (*)	94 (*)	100 (*)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. * School data has been omitted, as there were fewer than 10 pupils in the year group. Similarly, separate data on the performance of boys and girls has also been omitted from these tables, as there were fewer than 10 in the year group.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	87	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5.1
Number of pupils per qualified teacher	18
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	58

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	266,454
Total expenditure	255,693
Expenditure per pupil	2,636
Balance brought forward from previous year	21,230
Balance carried forward to next year	31,991

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)	0.1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 55.7%

Number of questionnaires sent out	79
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	0	2	0
My child is making good progress in school.	45	43	5	5	2
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	34	50	11	5	0
The teaching is good.	52	34	2	5	7
I am kept well informed about how my child is getting on.	30	34	22	14	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	9	0	0
The school expects my child to work hard and achieve his or her best.	62	34	2	2	0
The school works closely with parents.	41	36	16	7	0
The school is well led and managed.	48	45	2	0	5
The school is helping my child become mature and responsible.	52	43	5	0	0
The school provides an interesting range of activities outside lessons.	36	45	10	5	4