

INSPECTION REPORT

FINCHAMPSTEAD CE (AIDED) PRIMARY SCHOOL

Finchampstead, Wokingham

LEA area: Wokingham

Unique reference number: 110012

Headteacher: Mrs G Overell

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 16th - 17th September 2002

Inspection number: 246959

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: The Village
Finchampstead
Wokingham
Berkshire

Postcode: RG40 4JR

Telephone number: 0118 973 2166

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Lawrence

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Finchampstead Church of England Primary School is in the village of the same name near Wokingham in Berkshire. The school is housed in Victorian buildings modified and extended to provide good accommodation for four classes. Very recently the old school house has been taken over to give more space, especially to enable Year 5 and Year 6, who together form Class 4, to be taught separately for about half of the week. The school is smaller than average, with 89 pupils on roll aged from four to eleven. All classes except Year 2 contain pupils from more than one age group. There is an average of 22 children in each class. Pupils are drawn from a variety of backgrounds. All have attended some kind of pre-school facility. Their attainment on entry to the school, aged four, is generally above average, except in terms of mathematical development which is average.

The head has been in post for one term, appointed following an unsettled period which meant the school had three headteachers in one year. She is supported by four full time, and two part time, teachers. All but one teacher, and most governors, are new since the last inspection. As well as the head, two teachers are in the first year of teaching at this school. There are 17 pupils on the special educational needs register. As a proportion, this is broadly average. One pupil has a formal statement under the terms of the DfES Code of Practice¹, which is in line with the national picture. No children are known to be eligible for free school meals, which is well below average. No pupils are in the first stages of learning English as an additional language. The school received an achievement award from the DfES for Year 6 pupils' performance in national tests in 2000.

The quality of collective acts of worship and religious education was inspected by an inspector appointed by the diocesan council. The report appears under a separate cover.

HOW GOOD THE SCHOOL IS

Finchampstead Church of England Primary School is a good school which continues to improve. The very good leadership and effective management are helping to overcome the effects of much staff change over the past three years. Standards for eleven year olds remain high in English, mathematics and science and have been improved to well above average in tests for pupils aged seven. Teaching is predominantly good (especially for those in Years 3 to 6) and builds on excellent relationships and good planning to ensure pupils learn well and make good progress. The school continues to maintain its strong, caring, Christian ethos. Although because of its size costs per pupil are relatively high, the school gives good, and improved, value for money.

What the school does well

- Standards are high in English, mathematics and science when pupils leave the school.
- The school is well led and managed.
- The school takes good care of pupils, which together with good teaching helps to provide a good learning environment.
- Pupils' personal development is excellent. The school very successfully encourages pupils' very positive attitudes and excellent behaviour.

¹ 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.

What could be improved

- Communication regarding homework is in need of improvement.
- Children in reception do not have full opportunities for all aspects of the recommended Foundation Stage² curriculum.
- The management role of subject co-ordinators needs further development, particularly to include more use of assessment data to shape future planning.

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

The school is well aware of its relative weaknesses and plans are in hand to address the above issues.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in January 1998 raised three key issues and a number of minor issues for improvement. The school has made good progress in addressing these, most notably since the current head and senior teacher were appointed. Management systems are much improved, as are procedures for special educational needs. Governors are better informed and play a greater part in the running of the school. There is now a good staff handbook, and an appropriate programme of in-service training for staff, linked to the priorities of the school development plan. Assessment procedures have been, and continue to be, improved. In addition National Strategies for Literacy and Numeracy have been successfully introduced, curriculum planning has been improved, and the accommodation has been considerably enhanced through modifications to create an information and communication technology (ICT) area and develop the library. The addition of the school house particularly enhances provision. On the basis of personnel, policies and procedures now in place, and with the benefit of stability in staffing, the school is judged to be well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	compared with			
	all schools			similar ⁴ schools
	1999	2000	2001	2001
English	A	A*	A*	A
Mathematics	D	A	A*	A
Science	A	A*	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

A performance is consistent with the top five per cent of primary schools nationally. With small year groups (in this case of nine pupils) care should be taken when interpreting results, as each pupil constitutes over 10 per cent.*

Early indications for 2002 results are that high standards have been maintained for eleven year olds and improved in reading, writing and mathematics for seven year olds. Standards

² The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ Schools with up to 8 per cent of pupils entitled to free school meals.

of reading are consistently above average throughout the school with higher attaining pupils doing particularly well. Standards of writing are above average and still improving as a result of the school's increased emphasis on this aspect. Pupils' performance in mathematics has been improved over the last three years and standards are above average. Although, currently satisfactory in these aspects, the school has set targets to raise pupils' problem solving and investigative skills capacity in both mathematics and science.

In a short inspection it is neither intended nor possible to make detailed judgements about standards in other subjects. However, it is clear that there are strengths in music and aspects of design and technology, art, geography and history. Pupils' performance in ICT is improving rapidly as a result of better facilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils enjoy school and respond very well to the majority of lessons, often in an excellent way.
Behaviour, in and out of classrooms	Excellent: pupils' behaviour is particularly good, even when not directly supervised.
Personal development and relationships	Excellent: pupils show considerable maturity for their age, readily take responsibility, and get on very well with each other and staff.
Attendance	Good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory with good features.	Satisfactory with good features.	Good with very good, and occasionally excellent, features.

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.

Over the past three years all but one of the teaching staff (including the head and senior teacher) have changed, with some other teachers appointed and leaving within this time. Considering the instability this caused, the school has done very well to maintain, and in the case of mathematics improve, standards, both personal and academic. Recent good analysis and monitoring of teaching and its effects on learning at the school are having a good impact. Planning now clearly shows learning objectives and activities are, in the best lessons, directed to various ability levels. This is particularly effective for the most able and those pupils with special educational needs. Good initiatives in management have created opportunities for Years 2, 5 and 6 pupils to be taught separately for much of the time, with very positive effects. Literacy and numeracy are consistently well taught and there are strengths in relationships, pupil management, teachers' use of questioning, and the quality of support from learning assistants. Observed teaching was good throughout the inspection for most of the time, with particular success in Years 3 to 6. Two lessons (literacy and music) were judged excellent in these classes, and overall six out of the 20 lessons seen were at least very good. No lessons were unsatisfactory. Special needs teaching and support were consistently good. Aspects of teaching still in need of development are in increasing the pace and challenge of some work (most obvious in some lessons for six and seven year olds);

increasing opportunities for investigative mathematics and science; in developing the use of homework to include more than consolidation of work covered; and in some aspects of class organisation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory with good features in literacy, numeracy and science. An appropriate statutory curriculum is in place which is broad and balanced. Good initiatives in teaching French and German to Years 5 and 6. More to do to develop the full range of appropriate opportunities for children in the Foundation Stage. Some aspects of homework, and how well it is communicated, are in need of attention.
Provision for pupils with special educational needs	Good: such needs are identified early and supported effectively within the school's financial capability. Good individual education plans and good support from learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: excellent moral and social provision is complemented by very good spiritual opportunities. Provision for cultural development is satisfactory overall with more to do to promote pupils' multicultural awareness.
How well the school cares for its pupils	Good: the school has created a very caring atmosphere which has been sustained since the last inspection. Following a variety of staff changes more needs to be done with regard to child protection training. Assessment procedures are satisfactory, but the use of assessment data is in its early stages.

Following an unsettled period, communications with parents and the community are being improved. Parents and governors are supportive of the school. The school's reputation is good and there is already a waiting list for the intake of September 2003.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher is leading the school very effectively. She has established clear educational direction and is implementing good management procedures. Developing the role of subject co-ordinators is an appropriate aim, already identified by the school.
How well the governors fulfil their responsibilities	Good: governors are very supportive and take an active interest in the school. They make a positive contribution to management, especially in financial and accommodation matters.
The school's evaluation of its performance	Good, and still improving. The head leads the staff and governors in an effective analysis of the school's strengths and weaknesses.
The strategic use of resources	Good, efficient and much improved use of finance is having very good effects on accommodation and resources. Best value principles are followed and the school gives good value for money.

The school's above average carry forward has been used to support extra staffing, predominantly for special educational needs. The school will need to review staffing levels in order to balance finances next year.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Teaching is good. • The school is well led and managed. • It is approachable and caring. • Pupils are helped to become mature. • Music provision is good. 	<ul style="list-style-type: none"> • Extracurricular activities. • Homework. • Communication regarding pupils' progress. • Stability in staffing. • Provision for special educational needs. • How the school works with parents.

Forty-six parents returned the Ofsted questionnaire, twenty attended the meeting with the registered inspector, and four parents met with the lay inspector during the inspection. The clear majority of parents are supportive of the school, appreciating improvements following last year's period of uncertainty. The school now has a stable staff. Whilst other parents wrote to commend the school for its work in special educational needs, some parents expressed concerns over provision. Inspectors find that the quality of support is good, given that some factors, notably in finance, are outside the school's control. Extracurricular provision planned for 2002 – 2003 is judged satisfactory. Inspectors agree that there is a need to improve provision with regard to homework. The school continues to have as one of its targets, developing communications with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

‘Standards are high in English, mathematics and science when pupils leave the school.’

1. Inspection evidence confirms that as indicated by National Curriculum assessments standards are high in English, mathematics and science when pupils leave the school aged eleven. The school’s performance in tests for Year 6 pupils in Year 2001 put the school in the top five per cent of all primary schools nationally for English and mathematics, and was high compared with similar schools. Although care has to be exercised when considering small year groups of pupils (there being only nine pupils in the year in question at the school) this clearly demonstrates a successful profile. Early indications of Year 2002 results are that standards have been maintained, with very good average point scores in each of the three subjects. In both Year 2001 and Year 2002 nearly all pupils in Year 6 achieved the expected level, Level 4, in each subject tested. All pupils did well in the light of their ability, with particular success for those with special educational needs and those who are more able.

2. Pupils make good progress from an above average profile of attainment on entry. The school can demonstrate that it adds value to pupils’ education between the ages of four and eleven. Overall performance and progress have been maintained during a period of much staff change, and this is much to the school’s credit. Considerable improvements in results in reading and writing for seven year olds were achieved between 2001 and 2002, with performance sustained at the well above average level in mathematics.

3. The school successfully addressed a weakness in mathematics for eleven year olds evident from test results in 1999 and now matches the national trend for improvement in English, mathematics and science. Analysis of results and scrutiny of pupils’ work shows there is no significant difference in the performances of boys and girls with both exceeding national averages.

4. Most pupils are articulate and take full part in discussions. They respond very well to teachers’ very good questioning, with average and higher attainers showing well above average skills for their ages. For example Year 6 pupils were observed talking with assurance, expressing themselves very well, listening to others’ contributions and showing the capacity to reason. In discussions with inspectors both Year 6 and Year 2 pupils showed the ability to use inference and deduction, particularly with regard to their reading, and were all able to explain preferences and opinions.

5. Standards of reading are at least above average throughout the school. By the end of Year 2 pupils are reading accurately and fluently and show a good response to fiction and non fiction. Year 6 pupils even at the start of the school year are reading above expectations for eleven year olds. Pupils have good strategies to decipher meaning using a combination of phonics (sounding out) and contextual clues. Average and higher attaining pupils clearly are able to identify crucial features, summarise accurately, and show insight into characterisation. Reading is well used to support work: for example in geography, history and religious education.

6. Sampling of work completed over the course of the last school year and work currently being undertaken, shows that standards of writing are well above average by the time pupils leave. There are particularly good examples of pupils using a wide vocabulary, complex sentences with a very good range of connectives, and writing in a variety of styles. Years 5 and 6 pupils demonstrate a very good awareness of the potential reader. There are excellent examples of Haiku poems emotive of the atmosphere in the church, and very good autobiographical writing describing significant events in pupils’ lives. These writing skills build

successfully on work completed lower down the school where there are very good examples of writing being used to tell the Creation story in pupils' own words in Years 3 and 4, good 'Wish you were here' letters in Year 2, and descriptions of the local area in Year 1.

7. Throughout the school pupils show their very good response to English through well presented work. Standards of handwriting are above average by the time pupils leave Year 6. Pupils' very good literacy skills are well used to support other subjects and have very positive effects on standards across the curriculum.

8. In mathematics pupils have good number skills and by the time they leave most pupils have good recall of number facts, can make good use of the four rules and understand the use of symbols when using simple formulae. Although the school is aware of the need to develop pupils' investigative and problem solving skills, for example particularly in more challenging homework, by the time they are eleven pupils are capable of seeking a solution to problems and will speculate which strategies to use. They work very well in groups and this makes a very good contribution to pupils' personal, as well as mathematical, development. Good work in collecting data begun in Year 1 with activities such as tally making and block graph construction, is successfully built upon higher up the school and there is an increasing use of ICT to complement work in data handling.

9. In science the school is aware that more needs to be done to encourage pupils' own scientific enquiry. However, standards are above average. Pupils have a good, and in the case of higher attainers very good, knowledge for their ages of life processes: for example Year 2 understanding different life cycles. Years 5 and 6 have good awareness of materials and their properties. They are clearly aware of processes such as filtration and evaporation, and from Years 3 to 6 there is good development of the notion of what makes a test fair. Pupils are encouraged to make links between cause and effect, for example exploring circuits and conductors in Years 3 and 4.

'The school is well led and managed.'

10. Following a difficult period of instability over the past two years the new headteacher and now permanent staff are, together with the governors, managing the school well. The head leads the school very effectively and in her one term in post has already established clear educational direction which is backed up with a good school development plan. This has been created, and continues to be reviewed, in the light of contributions from staff and governors. It is well prioritised, shows who is to be responsible and outlines cost implications.

11. The head and governors are aware of the school's strengths and relative weaknesses. Good analysis of the success of policies and procedures means that resources are well used to improve the learning environment and the quality of education in general. Although some initiatives are new and need time to take full effect: for example the introduction of a new staff handbook; and the redefining of subject co-ordinators' roles, the school is benefiting from increased delegation and accountability. Development planning now itemises criteria for success in advance to judge progress and in itself the plan sets a good model for the future planning of curriculum areas.

12. Finances are efficiently run, with office staff supporting the head and governors well and good attention to getting best value from spending. The school is aware that the lack of subject budgets has had a negative effect on the ability of co-ordinators to plan for developments in resources and this is being addressed for the next year. Some parents expressed concerns to the inspection team that special educational needs provision was lacking. Inspectors find that within the normal financial constraints, provision is good and that pupils supported in this way make good, and often very good, progress. Some factors raised by parents with regard to statementing and extra support are outside the control of the school. At present the school employs learning support staff for more hours than the average

for this size school with equivalent levels of special educational needs. Governors are aware that a review of staffing will be necessary in the near future to continue to balance finances.

13. It is apparent that the management of communication with parents has suffered from staff changes in the interim period since the last report: for example with regard to special educational needs. A minority of parents believes that some children were removed from the school as a consequence. Whilst it is clear that numbers on roll have declined by more than twenty since the last report, and, other than at the normal time of transfer during the last year, seven more children left than joined the school, there is no obvious link to any particular issue. In the context of the catchment area of this school it is not unusual for pupils to be withdrawn to move to private education. The school already has a waiting list for places in reception for September 2003 and its reputation is good.

14. Currently the school has an apparently high carry forward contingency fund of about six per cent of its income. This money is effectively planned for and is earmarked to further improve resources and accommodation, as well as in the short term to protect staffing.

15. Although as a result of its size the school's costs per pupil are above average, expenditure matches income. Considering the quality of provision on offer, the outcomes in terms of academic standards and personal development, the school gives good value for money. This is an improvement over the last inspection. The newly established leadership and stability, together with good forward planning, policies and procedures indicate that this is likely to continue. The school's selection for a short, 'light health check' inspection is clearly justified.

'The school takes good care of pupils, which together with good teaching helps to provide a good learning environment.'

16. No issues of health and safety, or security were raised by this inspection. Children are well cared for in a safe environment. The positive situation described in the last report has been successfully built upon and makes a significant contribution to pupils' learning. Pupils feel safe and respond with confidence. They are keen to contribute and not afraid to make mistakes.

17. Predominantly good teaching complements the good level of care for pupils. During the inspection no lessons were unsatisfactory, 17 out of 20 were at least good, six were very good and two (Year 6 literacy and Year 5 music) were excellent. Teaching was particularly successful in Years 3 to 6 where all lessons were judged good or better and almost half were at least very good. Good teaching makes learning objectives clear, probes pupils' understanding with good questioning, and makes the most of very good relationships. Areas still to develop include increasing the pace of some lessons and developing class management techniques to make better use of time: for example in some sessions for six and seven year olds; giving pupils throughout the school more opportunities for investigative and experimental work in mathematics and science; and in making homework more challenging.

18. Scrutiny of pupils' work over the past school year shows that the good quality of teaching has developed with the new stability of the staff and as a direct response to the very good leadership and good monitoring of the new headteacher. An increasing amount of work is planned at different ability levels within classes and groups, and this has very positive effects on pupils' learning and progress, and subsequently on standards.

19. Improvements to accommodation, especially with the addition of space in the school house, and resources, notably for ICT, make it possible to teach different age groups within the same class more effectively. The establishing of a two year programme of work to avoid unnecessary repetition and ensure coverage of the National Curriculum has a positive

impact. The school is aware of the need to extend provision for those children in Year R, and the newly formed partnership of reception teacher and head is already looking at ways to make improvements.

20. The learning environment is further enhanced by very good display. Staff show they value pupils' work and make good use of it as examples and as prompts for further work. For example very good use is made of Year 1 designs for park play equipment, and Year 2 stained glass window collages interest and stimulate other pupils, as well as making the school attractive.

21. The school makes appropriate use of the wider environment such as the school grounds and locality for work in science and physical education. Pupils' learning opportunities are enhanced by a suitable range of extracurricular activities: such as visits to museums and art galleries, as well as contact with a suitable variety of visitors such as the vicar. A very high proportion of parents responding to the Ofsted questionnaire expressed concerns over extracurricular provision. Inspectors find that what is on offer, and what is now planned for the coming year, is satisfactory for this size and age group of school. For example there are opportunities to be involved in sporting, musical and creative activities, as well as computer and chess clubs.

'Pupils' personal development is excellent. The school very successfully encourages pupils' very positive attitudes and excellent behaviour.'

22. The last report was complimentary about pupils' personal development. This positive situation has been very effectively built upon and very good provision leads to excellent results. Pupils get on very well with each other, making the most of excellent opportunities to work and play together. The quality of relationships in this strong family atmosphere is judged excellent. Pupils are keen and interested and show very good enthusiasm for school. All but one of the parents returning the Ofsted questionnaire reported that their children like school. Not surprisingly standards of attendance are good.

23. There is a strong Christian ethos in the school and children respond very positively to the aims and values which seek to encourage caring and consideration. Because of this children are very aware of the effects of their actions on others, show high levels of maturity for their ages and are very willing to take on responsibility. Excellent provision for both pupils' moral and social development has very positive impacts. The school makes very good provision for pupils' spiritual development not only through assemblies, acts of collective worship and religious education, but through encouraging pupils to appreciate wonders of science and nature and be inspired by art and music. There are good opportunities to develop pupils' awareness of local culture which promote understanding and an appreciation of belonging. The school needs to implement more obvious planning to raise pupils' understanding of multicultural issues, but has made a sound start in exploring differences in religion and customs. Pupils show considerable sensitivity for the feelings of others: whether comforting someone who appears unhappy in the playground; or sharing in the successes announced in celebration assembly. On more than one occasion pupils were observed spontaneously applauding contributions of others in lessons and in each class pupils demonstrated very good listening skills in discussions, with even the youngest children being prepared to take turns and hear others' points of view.

24. Throughout the inspection standards of behaviour were excellent. Pupils showed high levels of concentration and continued to sustain attention for relatively long periods of time. Their behaviour was consistently good, even on the few occasions when activities did not fully stimulate them. Pupils are very aware of what is expected of them. They clearly enjoy opportunities to take part in shaping the rules and routines which enable the school to function as a learning community. For example pupils take responsibilities as school council members and editors of the school newspaper very seriously.

WHAT COULD BE IMPROVED

‘Communication regarding homework is in need of improvement.’

25. During the period of staffing instability aspects of communication suffered. Some inconsistencies in following school policies and procedures resulted in confusion and parental concerns. This is most notably evident in parents’ comments to inspectors with regard to homework. Some parents are unclear in what to expect even though their children have been at the school for several years. This inspection finds that there have been positive steps forward very recently in this direction. This follows the appointment of the head, and the permanent appointment of two more of the teaching staff. A very positive sign for the future in terms of communication generally is that the clear majority of parents returning the Ofsted questionnaire now find the school approachable and think it is well run and managed.

26. However, inspectors agree with those parents who report that there are still inconsistencies between classes, and that homework is, in a variety of cases, insufficiently challenging, especially for more able pupils. Discussions with pupils in Years 2 to 6 confirm this. Although there are positive effects, notably on reading, too much homework seeks to consolidate (or finish work) rather than extend pupils. For example opportunities are missed to enhance pupils’ investigative and experimental skills through finding out, speculating, and problem solving.

‘Children in reception do not have full opportunities for all aspects of the recommended Foundation Stage curriculum.’

27. Since the last inspection a new curriculum has been introduced nationally for those children in reception. Because of relatively small numbers in the school’s annual intake children in Year R are taught for most of the time with Year 1 pupils. As yet the curriculum on offer does not give children the full range of opportunities recommended. For example children spend too little time in structured play activities such as: sorting and classifying, role play and construction; and there are insufficient opportunities to make appropriate use of outdoor space. The school is aware of some resourcing issues in this direction as well as the need to review planning and provision to enhance the curriculum and to avoid its youngest children simply being treated as those in Year 1. This is especially relevant early in the school year.

28. Recent improvements are the result of good evaluation of opportunities by the incoming head and the new Early Years teacher. Evidence available during the inspection, indicates that teaching is usually good and that the necessary changes will be forthcoming. Plans for staff to visit other schools, who already make good provision, are in hand and from 2003, a distinct budget to support Foundation Stage work is to be introduced.

‘The management role of subject co-ordinators needs further development, particularly to include more use of assessment data to shape future planning.’

29. The school is aware that currently the role of subject co-ordinators does not support analysis and forward planning as effectively as it could. Although the benefits of a relatively small staff, now working closely together, are clear, opportunities are missed to make use of data, now available, to set targets both for individual pupils and subject planning. A sound model already exists in the school in the approach to special educational needs which could form the basis of work elsewhere.

30. A good start has been made with the creation of action plans for subjects such as English and mathematics, but the very recent permanent appointments of staff to management roles means that initiatives have yet to have marked effects. In the past senior

staff have taken most of the responsibility and changes in personnel have interrupted progress. The school development plan now details costs for the development of priorities, but these have yet to be translated into subject specific funding, delegated to co-ordinators to plan for curriculum development.

31. Since the negative comments of the last report the school has made good progress in implementing effective assessment procedures, especially in English, mathematics, science and special needs. Co-ordinators are aware of the need to extend these and introduce them in other subjects to provide information which can be used to target weaknesses and build on strengths. Currently analysis of the success of provision does not include staff observing each other teaching the curriculum areas which they are responsible for. Consequently co-ordinators do not have sufficient insight into training needs for their subjects. Given the rapid improvement now being achieved by the new head with a stable staff, the school is set fair for developments in this area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to further develop the school, governors, headteacher and staff should:

- **Improve** provision for homework by:
 - Defining school policy and practice more clearly, and better communicating expectations to staff, pupils and parents;
 - Developing aspects of homework to extend pupils' problem solving and investigative skills.

- **Enhance** provision for the Foundation Stage to ensure that children in reception have regular opportunities to be involved in the full range of recommended activities.

- **Develop** further the management role of subject co-ordinators to include:
 - Making more use of assessment data to influence subject planning and set targets for individual pupils;
 - Monitoring provision by observing the teaching of colleagues;
 - Managing subject budgets.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	11	3	0	0	0
Percentage	10	20	55	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 five 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)	89
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17
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	6
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	80(87)	87(87)	100(93)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	87(87)	87(93)	87(87)
	National	85(84)	89(88)	89(88)

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

Numbers of boys and girls attaining various levels are omitted because they total less than ten.

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

Information for Key Stage 2 is not included because there were fewer than ten pupils 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	78	0	0
White – Irish	0	0	0
White – any other White background	6	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	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	4	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)	5.7
Number of pupils per qualified teacher	15.6
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	89

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	292727
Total expenditure	289690
Expenditure per pupil	3082
Balance brought forward from previous year	15077
Balance carried forward to next year	18114

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	2	0	0
My child is making good progress in school.	54	41	2	0	2
Behaviour in the school is good.	61	37	2	0	0
My child gets the right amount of work to do at home.	31	44	18	4	2
The teaching is good.	50	46	2	0	2
I am kept well informed about how my child is getting on.	26	43	22	9	0
I would feel comfortable about approaching the school with questions or a problem.	52	43	2	2	0
The school expects my child to work hard and achieve his or her best.	37	52	7	0	4
The school works closely with parents.	24	53	20	2	0
The school is well led and managed.	37	51	0	0	12
The school is helping my child become mature and responsible.	57	39	2	0	2
The school provides an interesting range of activities outside lessons.	9	35	43	11	2

Due to rounding percentages may not total 100.