

## INSPECTION REPORT

**SULHAMSTEAD AND UFTON NERVET C of E (VA)  
PRIMARY SCHOOL**

Reading

LEA area: West Berkshire

Unique reference number: 110021

Headteacher: Mrs B Williams

Reporting inspector: Mr M S Burghart  
20865

Dates of inspection: 16<sup>th</sup> – 17<sup>th</sup> June 2003

Inspection number: 246961

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: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Lane  
Ufton Nervet  
Reading

Postcode: RG7 4HH

Telephone number: 0118 9832223

Fax number: 0118 9834585

Appropriate authority: The Governing Body

Name of chair of governors: Mrs G Jackson

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**

Sulhamstead and Ufton Nervet C of E Primary is a smaller than average size primary school serving the two villages of the same names near Reading in West Berkshire. The school provides very good accommodation (some of it very recently completed) for four classes. Pupils in Year R are taught in a single age class with six children who before the age of five form an early years group. Other classes contain pupils from more than one age group. There are 99 children on the school roll aged four to eleven which is four more than at the time of the last inspection in 1998. There is an average of 25 pupils per class. Most pupils attend some kind of pre-school group before starting Year R. Their attainment on entry to the school, aged four, varies, but usually is about average. The headteacher has been in post for three years and is supported by three full time and one part time teachers. There are 14 pupils on the special educational needs register. This is about average. Two pupils have formal statements under the terms of the DfES Code of Practice<sup>1</sup>, which proportionally is average. Four children are known to be eligible for free school meals, which is well below the national average. No pupils require extra support as a consequence of having English as an additional language. Religious education and the quality of the school's acts of worship were inspected under Section 23 of the Education Act, by a representative of the diocese. Her report appears under a separate cover.

### **HOW GOOD THE SCHOOL IS**

This continues to be a very good school giving pupils good quality education. Standards remain above average for pupils aged seven and eleven. The school takes excellent care of pupils, and pupils and staff get on very well together in a friendly, family atmosphere. Staff clearly value pupils' contributions, and the school is true to its aim to consider the 'whole child' in both the personal and academic senses. Teaching is good and frequently very good and the school is very effectively led and managed to produce a very effective learning environment and deliver very good value for money.

#### **What the school does well**

- Standards are above average at the end of Year 2 and Year 6 in English, mathematics and science, and there are obvious strengths in art and design.
- Teaching is good, and often very good, with clear strengths in provision for the Foundation Stage<sup>2</sup>.
- The quality of leadership and management is very good and as a result the school has very good educational direction.
- The school takes excellent physical care of pupils and makes very effective provision for special educational needs. It very successfully encourages pupils' very positive attitudes, very good relationships, and very good personal development. Standards of behaviour are good, and often very good.

#### **What could be improved**

In the context of this very good school there are no key issues to address. The school's own priorities for development are proving very effective in taking the school forward.

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

<sup>1</sup> 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.

<sup>2</sup> The term 'Foundation Stage' refers to children's education from the age of three until the end of reception.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection raised three key issues for improvement. The school has made good progress in addressing these, especially since the head was appointed three years ago. Standards have been raised and are being consolidated, pupils' work is now well presented and outdoor provision for those in Year R is improved to very good. Strengths have been maintained and accommodation has been considerably improved. National Strategies for Literacy and Numeracy have been successfully introduced and as a result most pupils are achieving well. There is now very good accommodation and resources for information and communication technology (ICT) and a much improved library. The school's aims, policies and development plan have been successfully redefined since the head was appointed and the commitment of staff continues to build on the high quality detailed in the last report. Overall the school has made very good progress since the last inspection and is judged very well placed for future development.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>3</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools <sup>4</sup>
	2000	2001	2002	2002
English	B	D	B	D
Mathematics	D	E	C	D
Science	C	C	C	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

The table shows that the school's performance has varied year on year. This is not unusual with small year groups where the effect of different numbers of pupils with special educational needs can be marked. Similar school comparisons would appear to indicate that pupils should have done better, but the school suffers from very low eligibility for free school meals and this may produce a false picture. Inspectors find that standards for those currently in Years 2 and 6 are above average, with higher attainers and those with special needs doing notably well, and most pupils' achievement being good. Analysis shows that nearly all pupils reached at least average levels in 2002 in all subjects tested. Early indications of 2003 results are that all Year 2 pupils will have reached at least average levels with especially good performance in reading, and that the proportion of Year 6 achieving the higher Level 5 in English is very high. Most children in Year R usually reach the Early Learning Goals<sup>5</sup> in most elements of the Foundation Stage curriculum before they are six; making good progress from a generally average starting point.

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

<sup>4</sup> Schools with less than 8 per cent of pupils entitled to free school meals.

<sup>5</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

In a short inspection it is neither possible, nor intended, to make judgements in all other subjects, but it is clear that there are strengths notably in art and design where pupils are learning to express themselves as well as appreciate artistic styles.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good: pupils enjoy school and are keen and interested.
Behaviour, in and out of classrooms	Good, and often very good, in class and around the school. This allows teachers to devote the majority of their time to teaching rather than managing behaviour.
Personal development and relationships	Very good: pupils take responsibility, show maturity, and the quality of relationships is very good throughout.
Attendance	Very good, well above the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Good with very good features	Good with very good 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.*

The overall profile of teaching is good. All lessons observed were at least satisfactory with the overwhelming majority being good or better. A very creditable half of observed sessions were very good and these featured all teachers. Every teacher was observed unannounced on several occasions across a range of subjects. Highlights of teaching are in good planning and preparation, very good questioning which challenges pupils of all abilities, very good relationships, and skilful class management. Expectations of work and behaviour are high and staff are true to the school's aim to raise and maintain pupils' self esteem. Because of good quality teaching pupils learn well and often achieve above what is expected of their ages and abilities. Notable subject strengths are in literacy, numeracy, science and art. Aspects of teaching which even in this good profile could be improved are in increasing the pace and challenge of some lessons, ensuring that activities do not go on for too long, and making even more use of ICT to support other subjects. Special needs teaching is judged good throughout.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broad and balanced. Significant improvements made to the Foundation Stage curriculum, where provision is now very good. Strengths in literacy, numeracy and science. Some lessons are over long. Homework is well used and extracurricular activities are judged as having a positive effect on provision. Modern foreign languages enhance the curriculum and foster good links with secondary schools.
Provision for pupils with special educational needs	Very good: such pupils are fully included and well planned for with very good individual education plans and record keeping. Teaching assistants make a strong contribution to learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: excellent social opportunities to work and play together; excellent moral provision; and good spiritual consideration. Cultural development opportunities are good with strengths in local culture. The school is to continue to work to raise pupils' multicultural awareness and understanding.
How well the school cares for its pupils	Excellent levels of physical care, and very good assessment in English and mathematics, now being used effectively to set targets for pupils' academic progress. More still to do to develop assessment in other subjects. The school's ethos is very good.

Parents are very supportive of the school. There are very effective links between home and school, with much improved partnership over homework. Communication is judged very good, with office staff presenting a very welcoming first point of contact. Parents' fundraising makes a significant contribution. The school is the focal point for village life.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall with excellent features in the leadership of the head. Governors and staff are involved in producing very good educational direction and ensuring that the school aims are met. The head has formed staff into a very good team, with increased and effective, delegated responsibility. Co-ordinators make a good, and improving, contribution to management.
How well the governors fulfil their responsibilities	Good: governors give effective, and improved, support, especially in matters concerning finance, personnel and accommodation.
The school's evaluation of its performance	Very effective analysis and evaluation of strengths and weaknesses have resulted in this inspection raising no key issues for improvement.
The strategic use of	Very good use of finance to meet educational needs. The finance

resources	officer manages day to day arrangements very effectively. The budget continues to be used very effectively and the resulting learning environment is very good, and constantly being improved. The school still gives very good value for money. Best value principles are followed well.
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### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Behaviour is very good</li> <li>• Expectations are high.</li> <li>• The school is approachable.</li> <li>• It is well led and managed.</li> <li>• Teaching is good.</li> <li>• Children are helped to become mature and make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• Information about progress.</li> <li>• Extracurricular provision.</li> </ul>

Eighteen parents attended the pre-inspection meeting with the registered inspector and another five met with the lay inspector during the inspection. Fifty-six parents returned the Ofsted questionnaire. The overwhelming response of parents to the school is very positive. Inspectors are pleased to support these sentiments. Homework provision is judged as good and well managed. Information about progress is found to be good, whilst the school continues to look at ways to develop this aspect further. Extracurricular provision is good for this size of school, especially when trips, events and visitors to school are considered. However, the school appreciates that physical education has a relatively low profile in activities and is working towards improving this.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**‘Standards are above average at the end of Year 2 and Year 6 in English, mathematics and science, and there are obvious strengths in art and design.’**

1. The last inspection judged standards as being good with the majority of pupils reaching the expected levels at the end of Year 2 and Year 6. This is still the case although the school's performance varies year on year with different proportions of pupils with special educational needs in each year group.

2. To the school's credit in 2002 (the last year for which results are available) all pupils in Year 2 achieved at least the national average level in reading, writing and mathematics. In reading the proportion of pupils achieving the higher Level 3 was double the average and the school formed part of the top five per cent of all primaries nationally. The school continues to be successful in encouraging boys to read as well as girls and this is contrary to the national trend. Above average percentages of pupils reached the higher levels in tests for writing and mathematics, and in teacher assessments for science. Early indications are that in 2003 although there are more pupils with special needs in the current Year 2 the school has continued to enable pupils to achieve well from overall average attainment when they first entered the school in the Foundation Stage.

3. Year 6 performance in 2002 showed above average percentage rates of pupils in all three subjects tested and each represented good improvement over the previous year and very good improvement compared with the last inspection in 1998. In 2003 teachers' own assessments, which are set alongside test results yet to be returned to the school, indicate that about half of the year group are above average in English with just over third doing as well as this in mathematics and science. This would demonstrate good achievement considering that over a quarter of Year 6 are on the special educational needs register.

4. Inspection evidence from lessons, scrutiny of pupils' work and discussions with pupils and staff shows that pupils' attainment is generally above national expectations for Years 2 and 6. For example the quality of seven year old pupils' work about the Great Fire of London shows not only pupils' confidence and good communication skills in talking and listening in discussions to be good, but written work demonstrates that pupils can adapt a style to the reader. Year 6 pupils read accurately and mostly fluently and discussion with them shows good response to, and understanding of, different texts. A very good example of this was in a very effective lesson focusing on a Japanese story 'Kensuke's Kingdom'. Pupils showed a very good awareness of character traits which they subsequently were able to write about. Good use of connectives to link sentences and make work interesting was a very good feature.

5. Good attainment in mathematics means most Year 2 pupils have good recall of times tables and number facts and can usually work quickly and accurately. In a very good lesson on multiplication Years 1 and 2 pupils showed that they can make effective use of data presented to them in a variety of ways to produce pictograms and graphs. Year 3 and Year 4 pupils were observed explaining their chosen strategies well: for example to multiply two digit numbers. These skills are used and extended in Year 5 and Year 6 where pupils develop data handling with ICT towards simple line graphs and explaining their findings.

6. Above average work in science means higher attainers in Year 2 can say whether things happen as they expect: for example explaining why animals have particular characteristics. Pupils demonstrate good sorting techniques and make good use of observational skills developed in art to scrutinise materials. Year 6 pupils have a good understanding of how seeds respond to different growing conditions and have a good knowledge of the functions of

human organs for their age. Pupils throughout the school are expected to use their literacy skills to question and speculate and this has very positive effects on learning in science.

7. Although in a short inspection it is not necessary to judge standards in other subjects it is clear that art and design have a high profile in the school. There is evidence of pupils' attainment being good in terms of:

- Year R fish prints and use of wash to create water patterns Children in the Foundation Stage make good progress in mixing colours and handling equipment;
- Years 1 and 2 bold use of colours in patterns and very good interpretation of the work of Van Gogh based on the paintings 'Sunflowers' and 'Starry Night';
- Years 3 and 4 use of ICT programmes to create pictures on screen;
- Years 5 and 6 illustrations to exemplify their own heraldic coats of arms.

8. Pupils show good observational drawing skills and are being taught to be sensitive in appreciating the work of others. This makes a strong contribution not only to art but to personal development in terms of social and cultural opportunities.

**'Teaching is good and often very good, with clear strengths in provision for the Foundation Stage.'**

9. Pupils learn well because the quality of teaching is good. Teachers plan effectively together to produce a curriculum which is broad and relevant to pupils' needs. A strength of teaching is that work is set at a variety of different levels for different abilities and ages and staff manage mixed year group classes well. A highlight of provision is that teachers not only submit and discuss their planning each week with the head, but that they write detailed evaluations of the success of the previous week's work. These reviews are used to refocus plans and set targets for future work and for individual pupils. In all of the 18 lessons observed teaching was at least satisfactory. Almost four out of every five were good or better, with one in two sessions very good. All teachers had at least one very good lesson.

10. Throughout the school literacy teaching is good, with particular success in reading where pupils' attainment is well above average. Teachers make very good use of the National Literacy Strategy and this is having very positive effects on standards notably in writing where pupils are achieving well and reaching above national expectations. Very good questioning encourages pupils to think before answering and this leads to high quality discussion. Because relationships are very good there is an atmosphere of trust where pupils' confidence is fostered. Pupils know they will be listened to and that they will be treated fairly.

11. Teachers have a good knowledge of the primary curriculum (with the possible exception of ICT where some staff lack confidence and where the school has set targets for in-service training). Teachers have high expectations of work and behaviour. For example in a very good Years 1 and 2 mathematics lesson on data handling and pictograms the teacher pitched work at the higher Level 3 and pupils of all abilities achieved well and made very good progress. Higher attainers were well challenged, "I think I can see a trend here," exclaimed one boy. His hypothesis was explained to the class and tested.

12. Although some parents disagree the school makes good use of homework and all teachers are involved in extracurricular activities every week. These have very positive effects on the curriculum and pupils' learning. Homework is well managed and is used to consolidate and extend class work. It is appropriately marked and pupils receive feedback on their performance. Marking in general is good featuring a mixture of encouragement and pointers showing how pupils can improve. Teaching during extracurricular clubs is good: for example in art where pupils make very good progress in exploring texture and colour because of effective support and guidance. The school is aware that sport has a relatively

low profile particularly in terms of activities to attract boys and is actively looking to redress the balance.

13. Teaching and support for children in the early years and reception, who together follow the Foundation Stage learning goals, are consistently very good. High quality relationships are capitalised upon by excellent management. Planning against all the required elements is very thorough and staff are very well prepared. There is a very good mix of structured play opportunities where children are able to choose what to do and with whom, excellent use of the very good outdoor facilities, and more formal introductions to literacy and numeracy activities. As a result children grow in confidence and make good, and often very good, progress. For example children are reflecting on what they are doing and improving their performance. A child whilst everyone was trying to find different ways of carrying beanbags, declared, "We could all do it this way!" and holding the bag between his feet proceeded to jump. The teacher made very good use of his actions as an example, changed the approach and improved the skill level of others in the class as a consequence.

14. Staff demonstrate very good observation and evaluative skills and are prepared to modify planning and routines to make the most of opportunities as they arise. It is clear that they know children extremely well and take excellent care of them. Very good provision for the Foundation Stage gives children a very good start to formal schooling. Very good teaching prepares children very effectively for the National Curriculum whilst ensuring opportunities for personal development are of high quality. Children are taught to take turns, share and be considerate and this lays a very good foundation for (and sustains) the school's family atmosphere and very good ethos.

15. Aspects of teaching which, even in this positive profile, could be improved include:

- Ensuring activities do not go on too long: for example some lessons such as physical education for Year R, religious education for Years 3 and 4, and science for Years 5 and 6 are timetabled for almost the whole of afternoon school. This makes it hard for staff to maintain the pace and for pupils to stay focused;
- Making more obvious use of pupils' writing in displays;
- Developing the use of ICT to support other subjects;
- Continuing to raise standards in mathematics;
- Making more use of assessment in subjects in addition to English, mathematics and science.

16. Across the school learning support and teaching assistants make a positive contribution to pupils' learning especially with regard to special educational needs, and groups where work is designed to help pupils to the next National Curriculum level. Teaching in withdrawal group work reflects the good example set by teachers. Relationships, questioning, preparation and management of behaviour are all strengths and pupils make good progress because support is good.

17. The good quality of teaching described in the last report has been sustained. A significant factor in this is the monitoring of teaching by the head (and more recently the governors). Strengths are built upon and areas for development identified as targets for in-service training. As mentioned elsewhere in this report, staff make a very good team and are committed to improving their teaching continually. This was a significant factor in the inspection team's judgement of 'a very good school'.

**‘The quality of leadership and management is very good and as a result the school has very good educational direction.’**

18. The high quality leadership and management reported in the last inspection, has been sustained and built upon. There are excellent features in the leadership of the head in very successfully involving all staff and governors in creating the very effective school development plan. This means that as a result of very good communication there is joint ownership of the very good educational direction of the school. The process is very well managed, successfully identifies strengths and areas for improvement and makes very clear links between finance and priorities. That this inspection raises no key issues for development is a testament to the effectiveness of the school’s self evaluation, target setting and management.

19. The head has drawn together staff, governors, parents and pupils as a very good team committed to improvement and consideration of pupils’ personal, as well as academic needs. The very caring nature of the school and its very good ethos have their roots in the aims and values inspired by the head and supported by the governors to pursue Christian ideals.

20. The overall quality of management of the school is very good. Substantial improvements to the management roles of staff as subject co-ordinators are being brought about by better delegation for planning and resources, with a budget for each curriculum area. Staff are very effectively supported by the head who clearly seeks to empower staff. This has proved most successful to date in literacy and numeracy where management is good (with very good features in literacy) and in science and ICT where it is good. These subjects benefit from better monitoring and the increased responsibility taking of teachers. The school is aware that there is still more to do to develop assessment opportunities in other subjects and to improve the management and use of data to gauge pupils’ progress, report to parents on achievement and plan for the future. Governors and head have set aside finance to provide staff with more time to carry out their duties from September and this is a very good example of the application of best value principles to staffing as well as resources.

21. Financial management and strategic planning are very good and very efficiently supported by the work of the finance officer. This has resulted in improvements: for example to resources and space for ICT; and a very good library. Very effective use of funds from the budget, local charities, donations and specific grants means that the learning environment is already very good and, once building work is complete, will be excellent.

22. As detailed elsewhere in this report, behaviour, special educational needs, challenge for higher attaining and more able pupils, staff development and provision for the Foundation Stage are all managed very well.

23. When considering:

- Pupils’ good learning, progress and standards;
- Good, and frequently very good, teaching;
- Very good pupils’ response and personal development;
- Very good levels of care;
- The high quality learning environment;
- The school’s very good ethos;

(which are all achieved for average spending) this school gives very good value for money. This may appear a similar judgement to the last inspection, but when seen in the light of higher expectations and a more difficult financial climate it represents clear improvement and is a credit to the head, governors, staff and parent teacher association.

**'The school takes excellent physical care of pupils and makes very effective provision for special educational needs. It very successfully encourages pupils' very positive attitudes, very good relationships, and very good personal development. Standards of behaviour are good, and often very good.'**

24. Parents are very pleased with the school's friendly, family atmosphere. Inspectors agree that this is a strength of the school. Intentions identified in the school's aims to consider the whole child's needs – personal as well as academic – are well met.

25. Very good consideration of health and safety, especially during extensive building work, means the school offers a secure, safe environment. No issues for improvement in terms of care were raised by this inspection.

26. All teachers and support staff are prepared to put children first. Children are clearly aware of this and respond with very good behaviour and attitudes. They are encouraged to show respect for other people's feelings and beliefs (for example through assemblies) and this has a very positive effect on the quality of relationships.

27. Pupils were observed to be keen and interested in virtually all lessons (even on extremely hot afternoons!). For example in a very good Year 2 withdrawal numeracy session pupils, although they found the work hard, sustained their attention and persevered with the task set. As a result progress was good and pupils' understanding of 'number bonds' was significantly improved. Pupils in a very good literacy lesson discussed how characters in the story might be feeling when confronted with a snake. They were eager to write from another's point of view and consequently produced well written accounts and made good progress with use of onomatopoeia and vocabulary.

28. Standards of behaviour were good in nearly all lessons, very often very good and frequently excellent. Pupils show considerable maturity for their ages and conform to the rules and routines of the school – not simply because they are made to, but because they are helped to see the benefits to themselves and the school community if they do so. The school values are communicated extremely well and all children from the very youngest in the early years group to the oldest in Year 6 are well aware of what is right and wrong. Each class teacher provides opportunities for pupils to discuss sensitive issues, sometimes in circle time, and pupils are well aware of who to turn to if they need help. The introduction of 'Friendship Stops' in the playground and 'playground helpers' has been very successful in providing opportunities for pupils' social awareness.

29. Overall provision for pupils' moral and social development is judged excellent and this is entirely consistent with the school's Christian ideals. Pupils and staff get on very well together at work and play and relationships are very good. Observation at lunch and breaks showed pupils of different age and gender groups playing together. A highlight of literacy, which promotes personal development as well as reading, is when older pupils spend time with children in Year R telling and reading stories.

30. Provision for spiritual development is good. For example pupils have good opportunities to reflect on the wonders of nature, consider Creation stories from a variety of cultures, and take part in prayer and worship. Pupils' appreciation of and, involvement in, customs and festivals: such as maypole and country dancing, is good. The school successfully seeks to encourage pupils to be part of the community and has good links with the church and surrounding villages. Parent teacher association and school events are very much village events and as such very popular.

31. There are good opportunities for pupils to take responsibility and show initiative: for example organising the hall for assemblies, acting as play leaders at break, serving as class helpers, and being 'captains'. Pupils respond very well and take on roles in mature ways for

their ages. Children in Year R are willing to join in with 'clearing up time' and are very particular in their tending of their garden areas, and pupils throughout the school continue to show responsible attitudes. Buildings, equipment and apparatus are treated with respect and the grounds are free of litter.

32. In work towards personal and social education pupils in Years 3 to 6 show a good understanding of what makes for a healthy lifestyle. This makes a good contribution to pupils' personal development.

33. The school has made a very good progress in setting targets for individuals to further their academic development. This works very effectively in English, mathematics and science where good programmes of assessment and the evaluating of results identify what pupils need to do next to make progress. This does not yet happen in all other subjects but the school is aware of this and is developing portfolios, assessment and record keeping to gauge progress. Strengths in English, mathematics and science and relative weaknesses in other areas are reflected in the quality of reporting to parents. Reports for the core subjects give a clear indication of pupils' performance in terms of standards. However, in other curriculum areas comments only focus on pupils' response and what the class has covered. The school knows this is an aspect still to improve upon.

34. Overall it is evident that the staff, teaching and non teaching, know pupils very well and work very effectively as a team to care for them and promote learning. This is very successful in the school's provision for pupils with special educational needs. Needs are identified early and support is itemised in good individual education plans. These set achievable and challenging targets both for academic and behaviour development and are used very effectively to guide staff and measure progress. Arrangements are very well managed and meet the requirements of the Code of Practice with parents fully informed.

35. The staff's strong, joint commitment to raising and maintaining standards, together with the excellent quality of care and relationships, gives rise to a very good ethos. This is central to the school's success and responsible for its very good reputation.

## **WHAT COULD BE IMPROVED**

**'In the context of this very good school there are no key issues to address. The school's own priorities for development are proving very effective in taking the school forward.'**

36. The school is very good at evaluating its strengths and relative weaknesses and continues to manage change effectively.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

37. Although there are no key issues this inspection recognises the very good quality of the school's own improvement planning and encourages head, staff and governors to continue with the good work.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	5	4	0	0	0
Percentage	0	50	28	22	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 three 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)	99
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	10	10	10
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100(93)	100(93)	100(100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	10	10	10
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100(93)	100(100)	100(93)
	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	6	10	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	10	9	9
	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	88(67)	81(58)	94(92)
	National	75 (75)	73(71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	9	9	10
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	65(42)	71(58)	76(67)
	National	73 (72)	74 (74)	82 (82)

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

**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	86	2	0
White – Irish	2	0	0
White – any other White background	2	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	3	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****Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	20
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	101

**FTE means full-time equivalent.**

Financial year	2001 – 2
	£
Total income	221362
Total expenditure	203031
Expenditure per pupil	2115
Balance brought forward from previous year	16695
Balance carried forward to next year	18331

**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	3

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	99
Number of questionnaires returned	56

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	52	43	4	0	2
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	33	47	13	5	2
The teaching is good.	62	34	2	0	2
I am kept well informed about how my child is getting on.	38	39	18	4	2
I would feel comfortable about approaching the school with questions or a problem.	66	27	7	0	0
The school expects my child to work hard and achieve his or her best.	62	36	2	0	0
The school works closely with parents.	50	39	9	2	0
The school is well led and managed.	59	34	7	0	0
The school is helping my child become mature and responsible.	48	52	0	0	0
The school provides an interesting range of activities outside lessons.	28	37	15	15	6

*Due to rounding percentages may not total 100.*