

INSPECTION REPORT

KEHELLAND VILLAGE SCHOOL

Kehelland, Camborne

LEA area: Cornwall

Unique reference number: 111836

Headteacher: Richard Gambier

Reporting inspector: Lindsay Howard
7336

Date of inspection: 4 - 5 March 2003

Inspection number: 247150

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: 5 to 11

Gender of pupils: Mixed

School address: Kehelland
Camborne
Cornwall

Postcode: TR14 0DA

Telephone number: 01209 713928

Appropriate authority: Governing body

Name of chair of governors: Shaun Finnegan

Date of previous inspection: October 1997

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|--------------|------------------|----------------------|
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PART A: SUMMARY OF THE INSPECTION REPORT

INFORMATION ABOUT THE SCHOOL

Kehelland is a small primary school with 61 boys and girls on roll. Pupils come from a broad range of social and economic backgrounds. Six per cent now receive free school meals, which is just below average. All pupils are of white UK heritage and none are learning English as an additional language. The percentages of pupils with special educational needs (21.0) and with Statements of Special Educational Need (2.8) are now in line with the national average. There are three classes. Class one caters for five full-time and five part-time reception children and for pupils in Years 1 and 2; class 2 for pupils in Years 3 and 4, and class 3 for pupils in Years 5 and 6. When children enter school their skills are wide-ranging but below average overall. About 10 per cent of pupils move in and out of the school each year.

HOW GOOD THE SCHOOL IS

Kehelland is a good school. Current standards in lessons are good in reading, speaking and listening at the end of Years 2 and 6, in number at the end of Year 2 and in mathematics, games, swimming, music, history and science at the end of Year 6. The attitudes and behaviour of the pupils are exemplary. The teaching is good overall, and very good for the oldest pupils. Pupils are keen to learn and achieve as well as they can. The leadership of the headteacher and the teamwork of all the staff help make this a successful school. Though the expenditure per pupil is high, as is usual in a small school, the school gives good value for money.

What the school does well

- The headteacher provides very good leadership and is well supported by all staff and the governors in managing the school.
- Teaching is consistently good and the contribution of support staff is very effective.
- The pupils have excellent attitudes to learning and this, coupled with their very good behaviour, helps them to learn well.
- The provision for pupils' social and moral development is very good.

What could be improved

- The standards pupils reach in national tests in mathematics and writing skills at the end of Year 2 and in writing skills at the end of Year 6.
- The attendance and punctuality of a minority of pupils.
- As presently used the school hall accommodation is unsatisfactory. It seriously limits the Foundation Stage curriculum and the teaching of physical education (PE) in the juniors. The accommodation for children in the reception class is too small for them to have consistent access to all aspects of the Foundation Stage curriculum. The multi-purpose school hall is too small for gymnastics and dance lessons for pupils in Key Stage 2.
- The present arrangements for the daily act of worship that do not meet statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in October 1997. Overall

standards have improved, especially at the end of Year 6. The weaknesses identified in the previous report have been tackled effectively. Pupils' handwriting has improved through the introduction of a whole-school scheme and pupils now take pride in the presentation of their work. The full implementation of the National Literacy Strategy has resulted in an improvement in the standard of pupils' written English and spelling, though the school recognises that there is room for further improvement and has included it in the School Development Plan. The school now has consistent recording systems for assessing pupils' academic progress. Standards in Key Stage 2 have risen over the last three years, especially in mathematics and science. The school has the capacity to continue to improve.

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 | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 2000 | 2001 | 2002 | 2002 | |
| English | D | E | D | D | well above average A above average B Average C below average D well below average E very low E* |
| Mathematics | E* | E | A | A | |
| Science | E | E | B | B | |

Pupils' attainment is well above the national average in mathematics, above for science and below for English. The proportion of pupils with SEN is above the national average. Most of these pupils have learning difficulties, especially in reading and writing. Though the average and above average attaining pupils in Year 6 gain the nationally expected levels and better in English the large proportion of SEN pupils do not, and this adversely affects the overall attainment of small cohorts of pupils.

Pupils' attainment in national tests at the end of Year 2 is well below the national average when compared with all schools in writing and mathematics, and below average in reading. This has been the picture for the last four years. The pupils' attainment on entry is below average and this contributes to their slow start to formal learning. Pupils have had inconsistent teaching in the past and there has been a high percentage of pupils with SEN entering the school throughout the key stage. These factors have led to low standards in comparison with all and similar schools, coupled with the fact that the statistics for small cohorts are not always significant. Teaching is now consistently good and standards are improving.

Inspection evidence showed that standards in the number aspect of mathematics in Year 2 and mathematics overall in Year 6 are above average. This is because the present teaching of mathematics is good and often better. Teacher assessments in Year 2 indicate that current pupils are reaching national averages in number. They are able to work out problems in a variety of ways and to explain their work clearly. Generally pupils read well and their speaking and listening skills are good. They write imaginatively, using good vocabulary, but their use of correct spelling and written grammar is not as good. By the time they leave the school in Year 6, all pupils, including those with SEN, achieve as well as they should. They make at least satisfactory progress through the school, with very good progress in Class 3.

Standards are also above expectations in games, swimming, music, history and science by the end of Year 6. The pupils' skills in information and communication technology (ICT) are in line with expectations. Children in the reception year make a good start to all areas of learning and most are on course to meet the Early Learning Goals in all areas of development, except in some aspects of physical development. Lack of appropriate indoor and outdoor accommodation restricts the opportunities for creative and physical activities, such as sand, water and roleplay and those that require large apparatus.

The school has set challenging targets for individual pupils in the national tests for seven and 11 year olds, based on their prior attainment. Over the last three years these targets have been met and, in 2001 and 2002, exceeded in English, mathematics and science for 11 year olds.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Excellent. Pupils are keen to learn in lessons and to participate in many of the extra activities supported by the school. |
| Behaviour, in and out of classrooms | Very good. Pupils work and play together very well. |
| Personal development and relationships | Very good. Pupils become mature and sensible through the opportunities offered to them to develop good relationships and to care for each other. |
| Attendance | Unsatisfactory, but improving. The school carefully monitors pupils' attendance and punctuality but does not formally reward good attendance. |

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.

The quality of teaching is good overall, with excellent and very good teaching in Years 5 and 6.

The good teaching, seen during the inspection, enables pupils of all abilities to achieve well in lessons. There was no unsatisfactory teaching. The teaching of English is good throughout the school, with aspects such as speaking and listening that are very good or excellent for the youngest and oldest pupils. The teaching of mathematics, science and personal, social and health education is particularly strong for the oldest pupils. The skills of literacy and numeracy are well taught.

The quality of relationships between adults and pupils is very good and ensures an environment in which pupils can learn well. All staff have high expectations of the pupils' behaviour and learning, and pupils respond by giving of their best. Marking is done well and

shows clearly what pupils have achieved and what they need to do to improve. Different groups within the classes, including those with SEN, have their needs well met by additional staff.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. The school is developing strong cross-curricular links that help make the curriculum relevant to all the pupils. There is not consistent provision for an act of worship for each pupil every day. |
| Provision for pupils with special educational needs | Good. Work is well planned to meet the needs of pupils with SEN and ensures that they make good progress towards their targets. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Provision is very good for pupils' social and moral development. It is satisfactory for their cultural development, and for spiritual development within the curriculum. |
| How well the school cares for its pupils | Good. All staff know and care for the pupils well. |

The act of worship, though sometimes supporting pupils' spiritual development, does not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | There is very good leadership, with a clear educational vision for the school. The school is very well managed through the committed teamwork of all the staff. |
| How well the governors fulfil their responsibilities | They perform their duties well. There have been many recent changes within the governing body, but there is real commitment to supporting and improving what the school offers its pupils. Governors are well aware of the strengths and weaknesses of the school. |
| The school's evaluation of its performance | Good. The school has systems in place to monitor the quality of teaching and learning, and has a very clear idea of how well it is performing and what it needs to do to continue to improve. |
| The strategic use of resources | Good. All resources are used effectively to support pupils' learning. |

The school works hard to give best value in all it does.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• Their children like school and are well taught.• Their children are expected to work hard, behave well and become mature and responsible.• They feel comfortable about approaching the school on a variety of matters. | <p>A significant minority of parents wanted to improve:</p> <ul style="list-style-type: none">• The amount of information they get about how their children are getting on at school. <p>Some parents wanted to improve:</p> <ul style="list-style-type: none">• The consistency and usefulness of the homework their children get. |

The views are based on the comments of 20 parents who attended a meeting before the inspection and the responses of parents (70.5 per cent) in questionnaires.

The inspectors confirm the positive views parents have of the school. They also found that the information given to parents about their child(ren)'s progress, in reports and through consultation, is good. The school has an appropriate policy for homework that is followed by all teachers. However, too little homework is given to Year 6 pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very good leadership and is well supported by all staff and the governors in managing the school.

1. The headteacher has a clear educational vision for the school: *'not only to equip the pupils for their future world but to enable them to shape the world'*. The headteacher drives the school forward in order to raise standards and to provide a high quality of education for all its pupils. All of the staff give the headteacher their unwavering support and share this undoubted commitment to improve. This commitment is seen in all aspects of the school's work and is underpinned by continual discussions between groups of staff and a willingness to try new methods or to adapt present methods in order to improve the quality of what is offered to the pupils. The head meets weekly with teaching staff after school and with additional staff during the school day. The administrative assistant, who runs a highly efficient school office, is included in this latter meeting. This enables all to share information, to feel involved and to make an effective contribution to the life of the school.
2. The school has had many changes of teaching staff, additional staff and governors in the past year. Many of these changes have come about through unfortunate personal circumstances. These changes have been managed very well, but have taken their toll on the headteacher's time and energy. The vacancies have all been filled, and it is a tribute to the leadership of the headteacher and the commitment of everyone that the school staff present a united front to the community and continue to provide the pupils with good-quality education. The headteacher is to be particularly commended because, as well as managing the school, he has a teaching commitment for half of the week with the oldest pupils.
3. The school has made good improvement since the previous inspection. Pupils' handwriting has improved dramatically through the introduction of a whole-school scheme and specific teaching. They have won several prizes at local handwriting competitions. The youngest pupils learn to form letters with 'hooks and tails' so that they find it easier to write a cursive hand when they enter Year 1. Pupils in Year 6 use a fluent, joined, legible hand for all their work, much of which is written with fountain pen. However, a minority of pupils still hold their pens and pencils in an incorrect grip that prevents them developing this fluency.
4. The school has implemented effective recording procedures for assessing pupils' academic progress so that their progress and attainment over time can easily be identified. Pupils are given targets in English and mathematics that are regularly reviewed. Pupils who do not appear to be reaching their targets are identified and given the help they need to do so. These procedures have helped to raise standards in national tests, especially in mathematics and science at Key Stage 2. Assessment procedures are well developed for English, mathematics and science but are not sufficiently refined in other subjects.
5. The staff are at present working on developing better integration of skills teaching across the curriculum. They are linking common skills, such as those found in literacy, history, geography and religious education, across subjects. This was especially noticeable in the written work about the Second World War by pupils in Years 5 and 6. Their knowledge about play-scripts, learnt in their English lessons,

was put to good use when they wrote, and performed, a moving play about the true experiences of a young boy evacuated to Kehelland. Skills, such as the ability to understand how climate and the physical environment influence the lives of people, are brought together, and knowledge is reinforced, by a study of Indian life and religions in geography and religious education by pupils in Years 3 and 4.

6. The three full-time teachers co-ordinate English, mathematics and SEN. The rest of the curriculum subjects are co-ordinated jointly, with the person who has the most expertise in the subject taking the lead. This method works well for this small staff, who continually discuss, modify and challenge their methods. Additional staff take responsibility for such areas as ICT, some aspects of games, and the curriculum for children in the Foundation Stage. This all supports the close family feeling that permeates the school.
7. There have been several changes to the governing body recently. Another governor resigned just before the inspection. A new chair and vice-chair were appointed at the beginning of this school year. Despite these changes the governors remain committed to the school and supportive of its management. Many of the governors are staff and/or parents of pupils at the school and are involved with it on a daily basis. They fully understand the level of commitment needed to lead the school forward and are keen to support the headteacher in his vision. They have evolved a clear monitoring policy within which to work; a priority for this year is to have a training day for governors and staff together to further refine this. The large carry over from the school budget is for the continued development of the school field and to supplement the local education authority's contribution to the planned new accommodation. The governors rightly feel fully involved through their own visits and the headteacher's reports, and are confident that they understand the strengths and weaknesses of the school. Governors are particularly proud of the maturity and confidence shown by the older pupils and the glowing reports they receive about them from the secondary schools. One of the governors remarked, *"Everything works very well here because we work as a team"*.

Teaching is consistently good and the contribution of support staff is very effective.

8. The quality of teaching for the children in the reception class and the pupils in Years 1 and 2 is always good. This good quality is reached not only by the newly appointed class teacher but also by all the additional staff. This class contains a high percentage of pupils with SEN, with both learning and behavioural difficulties. These pupils present challenging behaviour that is dealt with well. The class teacher plans carefully within the overall topics for all three year groups. There are well-matched tasks for all groups, and the fact that all relate to the same topic reinforces learning, especially for the youngest children. Sometimes these young children ask whether they can attempt one of the tasks designed for older pupils, and the staff wisely let them, encouraging them to do their best; for example, to make number patterns on the 100 number board using all the numbers. At first they made numbers in columns using all the tens or all the ones ending in four. Then they moved on to using odd and even numbers and finally to making patterns of three. Tasks are carefully explained to the class, who listen well and are then able to start work without delay. All staff have very high expectations of the behaviour of the pupils and the amount of work they can do. Lessons continue at a good pace and pupils learn to use their time well. The teaching of the basic skills of literacy and numeracy is particularly good. The work is challenging; for example, when children in reception and Year 1 were counting in a variety of patterns, one child in the reception was able to see the pattern of four, saying: *'It must be four because there are three spaces and then a number'*. The well-

matched tasks help to promote pupils' independence. While the class teacher is teaching one group all other pupils can work at their tasks without adult help. For example, when the teacher was engaged in exploring number patterns with Year 1, the full-time reception children were painting. During the half hour of the observation these children worked on their own, discussing freely what they were doing and producing work of a good standard.

9. The school has recently employed a qualified nursery nurse with special responsibility for the reception children. This sensible move has ensured that during the mornings these pupils, having joined the whole class for an introduction by the class teacher, then have access to activities appropriate to the Foundation Stage curriculum, with the support of a knowledgeable adult. The teaching they receive is always good; it is very good when the emphasis is on speaking and listening. When they were making gingerbread men, they were encouraged to talk about the colours of the ingredients, coming up with such statements as, '*The sugar's goldey-brown*' and '*Yellow's one of my favourite colours*'. They counted aloud to make sure they were putting the right number of spoonfuls into the bowl, and were able to say when they needed one more. During this activity the adult always challenged the children by asking, '*Why?*' or '*How do you know?*'. This ensured that children think about what they are doing and try to express themselves clearly. Experiences such as this mean that most of the children exceed the Early Learning Goals for speaking and listening by the end of the reception class. The deployment of the nursery nurse enables the class teacher to concentrate on pupils in Years 1 and 2 and this is having a significant impact on their learning.
10. The quality of teaching for pupils in Class 2 is always satisfactory and sometimes good. In mathematics the tasks are well planned and matched to the pupils' abilities. Additional staff are used well and a group of Year 3 pupils gained new ICT skills when they learnt to use the inter-active whiteboard to make block graphs. However, although all pupils made progress in learning about handling data, the pace of the lesson was rather slow and some did not complete enough work. In an otherwise good science lesson pupils' investigation skills were not used as well as they could have been because the task was over-directed by the teacher. In an English lesson about poetry for performance the good teaching inspired the pupils to produce specific adjectives about the fruit mentioned in the poem, '*Come into my tropical garden*'. The teacher challenged the pupils to come up with specific adjectives that might only be applied to one particular fruit. The class laughed together when one boy gave the word 'sour' with an accompanying appropriate facial expression. They were well motivated by the activity and positively sparked with pleasure as the list grew with many well-chosen words. By the end of the lesson pupils had a list of highly suitable words ready for the next lesson, when they would be using them to write a poem.
11. The quality of teaching by both teachers for the oldest pupils is very good. The teaching by the headteacher is often excellent. Strengths lie in the planning that both teachers produce. Lessons are meticulously planned with well-matched tasks for the various groups within the class. At times pupils work in their year groups, in ability groups and in mixed-age, mixed-ability groups. This flexible approach enables them to work in the grouping best suited to the task. For example, in a mathematics lesson, where pupils were in ability groups, the higher attaining pupils were challenged to discover all the sets of perpendicular and parallel sides of solid shapes. This was a new topic and pupils found it difficult to grasp at first, but as they discussed each shape together their understanding deepened and by the end of the activity they were vying with each other to explain their findings. All lessons proceed at a good pace; pupils are expected to listen well, think fast and complete work set to

the best of their ability, so that they get through their work quickly and make good progress. Lessons move rapidly through each part and pupils adapt well to different strategies. For example, at the end of an English lesson they were expected to switch from thinking about using texts for argument back to words containing the sound 'shun'. They were on task immediately, hands waving enthusiastically to give another spelling of the sound. The enthusiasm with which teachers deliver the lessons is transferred to the pupils. Learning is made fun, as in the science lesson about the solar system. There was a buzz of excited activity as pupils discussed, argued and executed their plans to make a model of the solar system. They approached the task with confidence and independence, encouraged by the teacher and additional staff. Pupils persevered with the task and were proud to show and explain their work to a visitor. They developed skills of enquiry, co-operation and discovery, with the result that learning was good.

12. Across the school the quality of marking is good. It is supportive and helpful, reminding pupils of what has been accomplished and what could be improved. Good use is made of praise. It is not over-effusive but when given really means something to the pupils, who are proud to receive it. Additional staff are used well throughout lessons. They play a key part in all lessons; sometimes alternating with the teacher to deliver part of the lesson, sometimes swapping groups to ensure that they are taught by the teacher for some part of each lesson. In every lesson relationships between adults and pupils and between groups of pupils were very good. Every lesson was taught in an atmosphere free from any kind of oppression, where every contribution was valued and individual progress was celebrated. This helped to ensure that all pupils achieved well.

The pupils have excellent attitudes to learning and this, coupled with their very good behaviour, helps them to learn well.

13. Pupils like coming to school. A significant minority have transferred from other schools where their experiences were unhappy. At Kehelland they feel safe and secure, and want to learn. When asked why they preferred Kehelland, Year 6 pupils replied, *'Everybody is friendly here' and 'The teachers really know you and want to help you learn'*. The pupils are very confident learners. They are motivated to learn well by the good teaching, and so make good progress. They find the tasks in lessons interesting and want to achieve as well as they can. They appreciate the range of activities offered after school and many stay for an activity every day. During the inspection 24 pupils out of a possible 40 stayed for the art club. On another day 18 pupils went on the coach with pupils from another small school to the nearby leisure centre. There they are given opportunities to play a wide range of sports. Pupils take advantage of the opportunities to play competitive sport and are proud of the good results they have achieved recently. All were keen to go on visits with the school and especially liked the visits to London and Paris. *"We'll learn a lot there, but we'll have lots of fun with our friends too."*
14. Pupils like the fact that they all get a turn to participate in the concerts and plays. They understand that when they are in Years 5 and 6 they will get a bigger part and before that they will take a smaller role. They are happy because, *"It will always be somebody's turn and then it will be yours"*. All pupils get a chance to go to the Saturday Master Classes and are keen for it to be their turn.
15. In class, around the school and in the playground the behaviour of the pupils is very good. There are no acts of aggression or oppression, although pupils know what to do if they happen. When asked why this was so, Year 6 pupils seemed surprised:

"Well, we're all friends," one said. When asked whether younger pupils annoyed them sometimes, they smiled wisely and said, *"But it's like a family - you put up with them"*. In the playground groups of all ages and gender play a friendly game of football before school. There are no cries of despair when younger pupils kick the ball out of play, only shouts of urgency such as *"Over here!"*. At playtimes and lunchtimes pupils mix freely together. Groups containing wide age ranges sit together in corners, talking, engaging in roleplay and playing quiet games. The very good quality of the supervision by the lunchtime supervisors contributes significantly to the pleasant atmosphere. When pupils go back into school there are no quarrels to sort out; all feel refreshed and ready to learn. Lessons can start punctually and good use is made of optimum learning time. In lessons, pupils listen well and work hard at their tasks. They do not interfere with, or prevent, other pupils from learning. They work well in pairs and groups. When they are out on school visits, they know that they are expected to behave well and their response is a credit to the school.

16. Older pupils thought their positive views about the school were influenced by the fact that it was small and friendly. They did not think that bigger schools would be so friendly. However, they were not frightened at the prospect of going to a large secondary school. They all felt they would cope well and were confident that they would be able to keep up with the work. They were looking forward to the new challenges they would meet.

The provision for the pupils' social and moral development is very good.

17. It is expected that all pupils will work and play together amicably in a variety of groupings. In lessons, teachers provide many opportunities for pupils to work together. In a Year 3 and 4 English lesson pupils sat with their 'carpet' partner and, when asked, discussed with them the words needed for the writing task. During the inspection pupils in Years 5 and 6 worked in ability groups in a mathematics lesson, in self-selected groups in music and in year groups in English. There are also opportunities for pupils to co-operate when they act together in plays and concerts. This variety supports their social development.
18. Out of lessons there is provision for pupils to mix with others who are not in their own class. At lunchtimes pupils are allocated a place; there are two pupils from each class on each table. The older children support the younger ones, explaining the right and wrong ways to behave. They all listen to what each other is saying. Older pupils display great tolerance of younger ones, behaving in an avuncular manner towards their perceived eccentricities. Lasting friendships are often made through these groupings. Pupils enjoy working together in the good range of extra-curricular activities provided. There are opportunities for all pupils to take responsibility, such as taking the registers to the school office and keeping the classroom tidy. Older pupils take responsibility for arranging tables and chairs after school lunches and for organising equipment to use at lunchtimes and playtimes.
19. The school makes very good provision for pupils' moral development and is successful in promoting good attitudes and behaviour among pupils. The school's systems for managing behaviour are applied consistently and pupils understand the reasons for the rules. Adults in the school treat the pupils with respect and in turn receive respect themselves. Pupils respect each other and other people's property. They are taught to be polite and will say *'Please'* and *'Thank you'* appropriately. The school's special Friday assembly is a very positive experience and makes the school's values clear to all pupils.

WHAT COULD BE IMPROVED

The standards pupils reach in national tests in mathematics and writing skills at the end of Year 2 and in writing skills at the end of Year 6.

20. Pupils' attainment in national tests at the end of Year 2 is well below the national average for all schools in writing and mathematics and below in reading. Few pupils reach higher levels than the expected Level 2. When compared to that in similar schools, pupils' attainment in reading and mathematics is very low and is in the lowest five per cent of schools for writing. This has been the picture for the last four years. During this time pupils in Years 1 and 2 had inconsistent teaching because the class teacher was absent. There has also been a high percentage of pupils with SEN entering the school throughout the key stage. The pupils' attainment on entry has been low in basic skills. Their general levels of personal and social development also contribute to many making a slow start to formal learning. However, the cohorts for each year group are small and so are not always statistically significant. For example, last year each pupil statistically equalled ten per cent, so that one more pupil gaining the average Level 2 would have moved the school's attainment into above, or well above, the national average. The inspection evidence shows clearly that in lessons many of the current Year 2 pupils are attaining national expectations in reading and writing, and some are reaching the higher Level 3 in some aspects of mathematics. The good teaching they are now receiving from a newly appointed teacher is helping them to reach these standards.
21. There have been dramatic improvements in attainment in mathematics and science at the end of Year 6. The school has concentrated on developing mathematical skills and this has borne fruit in the very good test results. Targets have been challenging and have been exceeded. However, in writing tests pupils are below the national average for all and similar schools, but the percentage of pupils reaching the higher Level 5 are in line with the national average. Again cohorts are small and results are not always statistically significant. There has also been a concentration on the development of written English skills following the previous school inspection, though not as intensive concentration as that on mathematics. Evidence from the scrutiny of pupils' work shows that there has been some progress over time in developing writing skills, and observations in lessons show some of the pupils' work to be in line with national expectations. These pupils now write expressively and many use good vocabulary. This is due to the good use of drafting techniques within the National Literacy Strategy. For example, one Year 5 pupil had written, "It was a moment of emotion and tears of relief", when describing the reunion of parents and children in the Second World War. However, pupils' spelling and written grammar are still below national averages and this brings down the overall English test results.

The attendance and punctuality of a minority of pupils.

22. The level of attendance in the school is well below the national average. It has deteriorated over time but at present is improving. The main cause of the poor attendance is the number of families that take their holidays in term-time. Some of the pupils take separate holidays with each parent. A minority of pupils are absent for occasional days for apparently no good reason. These pupils tend also to be those who are often late for school. During the inspection a handful of pupils came into school after the others had gone into the classrooms. Some pupils, who transfer to the school following unhappy experiences at other schools, have poor attendance at first. Their attendance does improve over time, but significantly affects attendance figures.

23. The school has good systems for monitoring pupils' absence. Registers are taken straight to the school office as soon as they are completed. Latecomers are marked as such. The secretary phones parents if their child is not in school by 09.15, half an hour after school has begun.
24. The governors have discussed how to improve attendance and punctuality and now do not authorise holidays taken in the first half of each term because these weeks are thought to be the most important. However, there are no positive formal reward systems for promoting good attendance and punctuality for either individual pupils or whole classes.

The accommodation for children in the reception class is too small for them to have consistent access to all aspects of the Foundation Stage curriculum. The multi-purpose school hall has too little available space for whole class gymnastics and dance lessons for pupils in Key Stage 2.

25. Children in the Foundation Stage share a classroom with pupils in Years 1 and 2. There is not enough room for the children to have consistent access to equipment that helps to develop all areas of their curriculum. They rightly use the hall for part of every day for activities based on play and more formal activities. However, all equipment has to be put away at lunchtimes and when other classes use the hall for PE and music lessons. The outdoor area next to the classroom, though secure, is small and there is not enough room for large play equipment to help children develop their mobility and dexterity. These factors prevent the children making as much progress as they could in some areas of the curriculum such as physical and creative development.
26. The school hall, though long and narrow, is a good size. However, much of it is used as a library, for resource, dining furniture and physical education equipment storage and for Foundation Stage activities such as roleplay, sand and water play and storage. This means that there is too little space left for a whole Key Stage 2 class to have a gymnastics or dance lesson. Therefore pupils do not have the chance to develop the skills of these areas of PE and their standards are below those expected at this age.
27. The local education authority has plans to improve the school's accommodation shortly. This improvement is overdue.

The present arrangements for the daily act of worship that do not meet statutory requirements.

28. All pupils do not always have the opportunity to take part in an act of worship every day. Pupils do not have the chance to reflect on what has been discussed, nor is reference made to a higher being or power in every act of worship.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to raise standards further, the headteacher, staff and governors should now:

1. Improve the standards pupils reach in national tests in writing at the end of Years 2 and 6 by:
 - ensuring that the procedures for raising standards that are in the School Development Plan are used consistently across the school;
 - providing regular opportunities for pupils to use and develop their literacy skills across the curriculum. (*Paragraphs 20 and 21*)
2. Improve the attendance and punctuality of a minority of pupils by:
 - ensuring that parents understand that absence and lateness mean that pupils lose valuable teaching and learning time;
 - giving positive reinforcement to pupils who do attend regularly and are punctual. (*Paragraphs 22, 23 and 24*)
3. Work with the local education authority to improve the quality of the accommodation for:
 - aspects of physical education such as dance and gymnastics.
 - the very youngest children so that they can have consistent access to all areas of the Foundation Stage curriculum, especially physical development. (*Paragraphs 25, 26 and 27*)
4. Ensure that the statutory requirements for collective worship are in place. (*Paragraph 28*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 15 |
| Number of discussions with staff, governors, other adults and pupils | 9 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 3 | 3 | 8 | 1 | 0 | 0 | 0 |
| Percentage | 20 | 20 | 53 | 7 | 0 | 0 | 0 |

Care should be taken when interpreting these percentages as each lesson represents 6.6 percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | n/a | 61 |
| Number of full-time pupils known to be eligible for free school meals | n/a | 4 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with Statements of Special Educational Needs | n/a | 2 |
| Number of pupils on the school's special educational needs register | n/a | 15 |

| 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 | 7 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.2 |
| 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 | -- | -- | 10 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | -- | -- | -- |
| | Girls | -- | -- | -- |
| | Total | 9 | 8 | 9 |
| Percentage of pupils at NC level 2 or above | School | 90 (73) | 80 (73) | 90 (82) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | -- | -- | -- |
| | Girls | -- | -- | -- |
| | Total | 8 | 8 | 9 |
| Percentage of pupils at NC level 2 or above | School | 80 (73) | 80 (82) | 90 (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 | -- | -- | 14 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | -- | -- | -- |
| | Girls | -- | -- | -- |
| | Total | 10 | 12 | 14 |
| Percentage of pupils at NC level 4 or above | School | 71 (50) | 86 (50) | 100 (80) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | -- | -- | -- |
| | Girls | -- | -- | -- |
| | Total | 10 | 13 | 14 |
| Percentage of pupils at NC level 4 or above | School | 71 (30) | 93 (40) | 100 (80) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Due to the small cohort sizes individual boy/girl totals are not available.

Ethnic background of pupils

| Categories used in the Annual School Census |
|--|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 61 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 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) | 3.5 |
| Number of pupils per qualified teacher | 18 |
| Average class size | 21.33 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 114 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|--------|
| Financial year | 2001/2 |
|----------------|--------|

| | |
|--|---------|
| | £ |
| Total income | 177,621 |
| Total expenditure | 180,421 |
| Expenditure per pupil | 2471.52 |
| Balance brought forward from previous year | 29,901 |
| Balance carried forward to next year | 27,101 |

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 | 0 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 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

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 61 |
| Number of questionnaires returned | 43 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 47 | 44 | 5 | 2 | 2 |
| My child is making good progress in school. | 28 | 49 | 16 | 2 | 5 |
| Behaviour in the school is good. | 33 | 53 | 12 | 0 | 2 |
| My child gets the right amount of work to do at home. | 14 | 58 | 12 | 12 | 5 |
| The teaching is good. | 44 | 40 | 5 | 5 | 7 |
| I am kept well informed about how my child is getting on. | 26 | 40 | 21 | 7 | 7 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 28 | 12 | 5 | 0 |
| The school expects my child to work hard and achieve his or her best. | 47 | 40 | 5 | 2 | 7 |
| The school works closely with parents. | 37 | 40 | 12 | 9 | 2 |
| The school is well led and managed. | 40 | 40 | 14 | 7 | 0 |
| The school is helping my child become mature and responsible. | 42 | 49 | 2 | 2 | 5 |
| The school provides an interesting range of activities outside lessons. | 47 | 33 | 7 | 5 | 9 |

Forty-three per cent of parents responded to the questionnaire. Two per cent represents the views of one parent, five per cent those of two parents, 12 per cent the views of five, 40 per cent the views of 17, and 47 per cent the views of 20 parents.

Other issues raised by parents

No other issues were raised.