

INSPECTION REPORT

**Grampound with Creed C of E VA Primary
School**

Grampound, St Austell

LEA area: Cornwall

Unique reference number: 112013

Headteacher: Miss J Luzmoor

Reporting inspector: Mr J Palk
23630

Dates of inspection: 2nd – 4th December 2002

Inspection number: 247175

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	Fore Street Grampound Truro Cornwall
Postcode:	TR2 4SB
Telephone/fax number:	01726 882644
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Sharman
Date of previous inspection:	18/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grampound with Creed is a very small primary school with 58 pupils on roll. Pupils come from a broad range of social and economic backgrounds. The school serves a wide area, with almost half of the pupils coming from outside the village in which the school is situated. There is an above average level of movement in and out of the school; this is largely due to parental choice. The proportion of pupils that is eligible for free school meals is average at 17 per cent. Most pupils are of white UK heritage and no pupils are learning English as an additional language.

The proportion of pupils with special educational needs is average, at around 22 per cent. Two pupils have statements of special education needs. The range of needs includes learning difficulties, medical problems and behavioural difficulties.

There are two classes; one class caters for four part-time reception children and pupils in Year 1 and 2, whilst the other caters for pupils in Years 3 to 6. There are some imbalances in this class with a third more girls than boys. Children have very little pre-school experience before starting school. On entry their skills are broadly average.

Since the last inspection, a new head teacher has been appointed and all the teaching staff has changed.

HOW GOOD THE SCHOOL IS

Grampound with Creed is a good school. The pupils are very happy and particularly eager to learn. Teaching is good overall, ensuring that all pupils make progress in their learning. Individual children generally achieve well, but standards are not high enough in mathematics. The leadership and management are good. There is very good provision for pupils' personal development. Whilst expenditure per pupil is high, compared with most schools, the school has many strengths and is giving satisfactory value for money.

What the school does well

- The teaching is good and additional staff are used effectively.
- The head teacher provides effective leadership and is well supported by the governors in managing the school.
- There is very good provision for pupils' personal development and they develop very positive attitudes to learning and each other.
- Parents are very satisfied with the education the school provides.
- There is very good provision for pupils with special educational needs.

What could be improved

- Standards in mathematics.
- The clarity of school development plans.
- The provision for aspects of physical education.

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 November 1997. Overall, standards have improved. Pupils are achieving better in English, information and communication technology (ICT) and physical education (PE). The weaknesses identified in the last inspection have been tackled effectively. The curriculum is in much better shape; guidelines are available to help in teaching and good

use is made of specialist teachers to improve learning. The procedures for care and welfare of pupils are now very good, and the classroom accommodation for children in the reception is appropriate. The head teacher, staff and governors work closely to monitor the schools effectiveness, but school improvement planning is not sharp enough.

STANDARDS

The table comparing the results of eleven year olds in national tests has been omitted. The very small numbers of pupils (4) taking the tests makes comparisons with national results invalid.

The school sets individual targets for performance in the national tests for seven and eleven year olds based on their pattern of attainment in English, mathematics and science. Over the last three years these challenging targets have been met. A few lower attaining pupils have exceeded their targets for English.

The inspection found that pupils who have a sustained experience in the school make satisfactory progress and achieve as well as they should. Many are achieving well in English, and overall pupils read well and their speaking and listening skills are good. They write imaginatively but are not as good at using correct grammar. Their handwriting is satisfactory. Standards in mathematics, by the age of eleven, are below expectations and there are some inconsistencies in the rate of progress in this subject. Standards in science are average and pupils' scientific knowledge is often good. Pupils with special educational needs make good progress in reading.

The pupils' ICT skills are meeting expectations as a result of recent investments in staff training and resources. Children in the reception year make a good start to learning, particularly in communication, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a keen interest in learning.
Behaviour, in and out of classrooms	Behaviour is excellent in and around the school; pupils are sensible and act responsibly in the small, cramped facilities.
Personal development and relationships	Very good. Pupils work very well together. All pupils respond well to the opportunities to take on responsibility. Relationships between staff and pupils, and between pupils themselves, are exemplary.
Attendance	Broadly average.

Pupils' positive attitudes and behaviour are key factors in their successful learning. There is a genuine and well-meaning sharing of each other's achievements.

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. Throughout the school teachers make effective use of resources to make teaching interesting and to help children learn. Work is carefully planned to provide a range of

activities that meet pupils' needs, although there is not enough challenge for pupils in mathematics. The quality of relationships between adults and children is excellent and makes an important contribution to their motivation and learning. Support staff make a valuable contribution to teaching and learning, particularly in their work with individuals and small groups.

The teaching of English is always good. The teaching of mathematics is satisfactory but there is scope to make better use of the guidance from the national numeracy strategy when planning work and organising the teaching groups. The marking of pupils' work is generally good and encourages them to consider the structure of their work.

There is distinct and appropriate teaching of children in the reception year, which is supported by careful planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced. Enriched by visits, visitors and opportunities for pupils to participate in productions and special events. There is a good range of clubs to extend pupils creative and physical development.
Provision for pupils with special educational needs	Very good. Pupils receive a good level of carefully targeted support and make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good. The school has a very positive ethos and individuals flourish in the caring environment. Work in subjects such as dance and music makes a good contribution to pupils' spiritual and moral development.
How well the school cares for its pupils	Very good. Pupils are well known and well cared for. There are good arrangements for health and safety. Pupils' progress is systematically tracked as they move through the school.

The use of specialist teachers for dance, ICT, music and physical education has improved curriculum provision in these subjects. The lack of a hall is limiting the development of pupils' gymnastics skills and the physical development of children in the reception year.

Pupils' progress reports are very good and strengthen the communication between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head teacher and staff form a strong and effective team. All staff work hard to fulfil a range of responsibilities.
How well the governors fulfil their responsibilities	Good. Governors are well organised and well informed. They have good strategies to fulfil their responsibilities.
The school's evaluation of its performance	Satisfactory and improving. Systems are in place to check on the quality of teaching and pupils' work and the information is being used to plan improvements.

The strategic use of resources	Good. Efficient and effective use is made of the budget to improve teaching and learning.
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The school is well led and managed. There are good numbers of well-trained staff. Additional teaching staff complement teachers' expertise. There is no suitable hall for gymnastic activities, and the playground provides no facilities for the reception children¹. The school is conscientious at checking on how well it is doing and judging where funding can have the best impact.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching. • The way the school is led and managed. • That the school expects pupils to work within their capabilities. • That the school cares very well for their children. • The school works closely with parents and they are well informed. 	There were no significant areas of concern.

The above views are based on the comments of those parents who attended a meeting before the inspection and the responses of parents (51 per cent) in questionnaires. The parents are justified in the confidence they have in the school.

¹ Funding has been obtained, and planning permission gained to replace the present community hall during 2003. This will provide the school with a hall suitable for physical education lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The teaching is good with some aspects that are very good.

1. Good teaching is the key ingredient in the school's success. Teachers develop and sustain highly effective relationships with their pupils, they encourage them, praise them and give them confidence in their own abilities. Teachers make particularly good use of teaching assistants; providing them with the necessary guidance to work effectively with individuals and groups of pupils. The teaching assistants' regular and close involvement with the pupils makes a significant contribution to the overall high quality of care pupils receive at school. Teachers are very skilful at making the learning interesting and enjoyable whilst at the same time making sure it is purposeful.
2. The school's good resources are used well by teachers. For instance, the recent decision to equip the junior class with a projector linked to a computer is an ideal solution to the cramped facilities and limited space available. This was used in a geography lesson to good effect in developing pupils' research skills. The teacher used the simple software to project a map of South America. This was very flexible, and allowed all pupils to follow the main river as it descended from the Andes to the Pacific and to pinpoint the major cities on their atlases. The level of motivation increased as the teacher used the software to find a website that gave information on Peruvian festivals. This helped highlight the main teaching points and, by further interrogating the text and pictures on the web site, challenged pupils to think more deeply about what the images told them about life in Peru.
3. The high expectations and good planning are also a key feature of effective teaching and learning. Good planning ensures lessons move along at a good pace; teachers have a clear idea of how much they want to cover and have the expectation that pupils will work hard and complete what is planned. Teachers are aware of the needs of individuals and generally use this knowledge well to ensure that the work that pupils are expected to do is carefully matched to what they need to learn. Some pupils are given extra support if they need it. Higher attaining pupils are also challenged particularly well in English lessons but not always given work that stretches them in mathematics.
4. Some of the teaching is particularly exciting and lessons are organised to make the most of pupils' very good attitudes. For instance, in a science lesson for junior pupils the size of groups, the well-chosen musical instruments and the extra support came together extremely well in developing pupils' knowledge about sound. After an introduction that reminded pupils of the vocabulary to be used, they quickly settled to the task of investigating how the instruments made their sounds. The pupils shared their ideas on how to record such variables as the thickness of the violin strings and its impact on the length of the notes. There was a real buzz of excitement as one group discovered a pattern to the reducing intervals between the frets on a guitar and this promoted some further rewarding investigations. Another group, measuring the length of tubing on a cornet, found that there were two ways of producing the same note. They went on to explore what higher attaining pupils had learnt about muffling sound, by stuffing the bell with a cloth. Children learnt well through this practical work.
5. In a Year 1 and 2 ICT lesson on programming a floor robot, good planning and organisation came together well. The class had been split to allow consolidation for one group, who worked effectively with the teaching assistant, whilst the teacher took a lower attaining group. There was some very good practical support in the form of

direction cards that the teacher used as prompts to help them sequence the commands. Her questions were encouraging and pupils were given time to consult together when judging the most likely distance that the floor robot would travel. The pupils who were less sure about programming were asked to enter the sequence of instructions, and in this way the teacher was able to check on their learning. When she had established it was time to apply the skills to a more demanding problem all the pupils were confident and keen to take charge.

6. Teaching assistants and teachers work very well together. The teaching assistants provide valuable support for individuals and groups of pupils and are an essential part of successful learning. In a lesson with reception children, the teaching assistant introduced photographs showing them how they had made chocolate. Using the pictures the children recapped the process and went on to share what part they had enjoyed the most. The skilful questions gave a chance for the children to express their views and encouraged them to write down their ideas. In a literacy lesson for pupils in Years 1 and 2 the teaching assistant gave them a chance to talk to each other about their ideas and then helped them select words they needed for their sentences. She was well prepared to teach those who needed help in organising their thinking with the use of a magnetic board to help build the sentence. The pupils' individual attempts that followed were an improvement on their earlier efforts as they grasped the key features of sentence building.
7. There is a real sense of purpose in the activities carried out in the reception class as a result of the thorough planning, which involves all the adults. The classroom is well equipped to provide for all the recommended areas of learning for the youngest pupils. There is a strong emphasis on the early efforts of children in the lively displays, and the role-play area is very well supported with clothes that match the theme of the week. Activities have a strong focus on literacy and numeracy skills. The class teacher ensures that she allows some time each day to share in the activities that are very competently managed by the teaching assistants.
8. Overall the implementation of the national strategy for teaching literacy has been successful. Teachers make sensible adaptations to ensure that the lessons match precisely what pupils need. There is strong emphasis on developing strategies for reading through both learning sounds and comprehension skills. This is ensuring that pupils reach above average standards in their reading. The consistent emphasis given to reminding pupils about how to organise their writing through drafting and informative marking is ensuring that writing standards are improving throughout the school. However, in some numeracy lessons teaching is not directed at what pupils are to learn. Occasionally the mental work at the start of lessons is not brisk enough and does not provide enough experience of the different ways of calculating mentally.

There is very good provision for pupils' personal development and they develop very positive attitudes to learning and to each other.

9. The teachers enjoy teaching and plan experiences to make learning challenging and exciting. The pupils respond to this with enthusiasm, and their determination to work hard is evident in all lessons. Their attitudes to learning, excellent behaviour and strong motivation are significant factors in the school's success. This was illustrated in all lessons. For example, pupils in Years 1 and 2 congratulated those who remembered 'wh' words or contributed unusual words such as 'whale'. There was praise for the pupils who spotted some deliberate errors that the teacher had made in the mathematics lesson so that key teaching points were reinforced with a degree of humour. The pupils in the junior class all enjoyed the jokes that the teacher used to

describe and illustrate the seven ages of man during their study of Shakespeare. During their science lesson they worked with great care and resolve to ensure that they measured accurately to see whether the length of the chime bars increased at a regular interval, so arriving at a greater understanding of the relationship between length and pitch.

10. The pupils are confident and motivated learners. This makes a powerful contribution to the progress they make. There is a particularly strong emphasis on collaborative working. In a very successful dance lesson, the enthusiasm of each group to perform in harmony and in time with each other led to them very quickly developing an additional sequence. The pieces ended with panache as all members of each group stopped in unison. Throughout the school pupils are keen to contribute to discussions and get down to work quickly and sensibly.
11. There is a particularly strong focus on support, praise and raising of pupils' self esteem. All lessons are characterised by a strong emphasis on praise for efforts and achievements. One of the youngest children, for example, was delighted to receive a sticker for 'good conversation, drawing and writing'. The older pupils are frequently given house points for a good response, as happened in a science lesson when pupils in Years 5 and 6 gave accurate explanations of how sound travels. Pupils are encouraged to consider the achievements of others. During the 'star awards' assembly all the pupils knew why others had earned their rewards and there was great maturity in the way they praised the recipients of the awards and certificates.
12. The school places a strong emphasis on supporting all aspects of pupils' personal development. Pupils are encouraged to appreciate the wonders of the world, to understand similarities and differences in the ways in which people live and to empathise with the needs of others. During their study of America, pupils in Years 3, 4, 5 and 6 have written about what it might be like to live in a huge city; comparing this with their own lives. Their studies have also involved them in trying out needlework techniques used in appliqué and patchwork. Pupils are involved in fund raising for village children in the Gambia and made friends with pupils from a town in France.
13. The good range of clubs, visits, events and sporting fixtures are an important and successful element in raising pupils' social skills and enriching their cultural understanding. For example, there is a link with a school in Brittany that was reinforced by a visit last year. This supplements regular learning of conversational French during the school day and as an after school club. Most of the pupils take part in the annual poetry festival in a nearby town; an experience that contributes to their good standard of speaking. There is regular participation in dance festivals and events at places such as the church and the Eden project. An ever-increasing range of sports is open to all pupils, which adds to the great sense of team spirit that pervades the school. Basketball has recently been added to the list of other sporting opportunities, which includes cross-country running, football and swimming. There are obvious benefits in such a programme for pupils' health awareness.
14. Well-established routines and the clear expectations of staff ensure a smooth start to the day and good management in lessons. In the morning, pupils come into school and start activities straight away. They register their own arrival, organise their reading books, and practise spelling or handwriting. All the pupils are very well behaved, quiet and self disciplined, and well on their way to becoming the responsible adults the school and their parents want them to be. Older pupils take charge of younger pupils at lunchtime. There is plenty of supervision and a range of activities for pupils during

playtime that helps maintain a calm atmosphere. It is clear that pupils settle into this small school quickly and confidently.

The head teacher provides effective leadership and is well supported by the governors in managing the school.

15. The head teacher, together with governors and staff, provides good leadership that ensures that the school is continually improving. Systems have been put in place to regularly monitor the effectiveness of the school's work and to identify priorities for further development. As a result there has, for example, been a strong focus on improving standards in writing. The staff have been involved in in-service training, targets have been set for individual pupils and year groups, lessons have been observed and results of standardised test have been analysed. The outcomes are evident in the improvement in written work throughout the school and improved results annually in the test for seven year olds.
16. The governing body is well organised and governors are well informed. Committees have clear terms of reference, minutes of meetings are circulated to all governors, issues are raised and key decisions are made at main governing body meetings. Governors are well informed through regular reported visits to the school and with their regular contact with teaching staff to discuss curriculum development. They have a good level of involvement in all decision making. The budget is linked to the school development plan so that priorities for development can be supported; the key principle in making decisions on expenditure is seeking improvements in standards.
17. Effective management of the school is clearly demonstrated by the recent investments in improving the quality of subject teaching. Good use is made of the budget to provide extra specialist staff. This has proved instrumental in addressing some of the issues relating to pupils' attainment from the last inspection. The subject knowledge amongst teaching staff has been enhanced by the decision to invest in ICT, dance, music and PE teachers. In addition, the teachers and teaching assistant have been trained to provide the best care for the two pupils with specific learning difficulties. These are worthwhile investments and ensure that the school is well equipped to provide the best curriculum it can for children with a range of needs. Administration hours have been increased to ensure that many routine duties are managed effectively. There has been a significant investment in staffing, ensuring a good level of teaching assistants to support small groups in the classroom and to help individual pupils with special needs. The head teacher's good leadership and open management style have ensured that all adults, including the many committed voluntary helpers, work as an effective team.

There are strong links with parents and carers.

18. Parents keenly support the school and their children. This was evident from the comments received on the questionnaires and at the meeting for parents. Over half the parents returned the questionnaire, with all of these expressing a positive view about the teaching, the curriculum, their children's progress and behaviour and the leadership. There is a strong sense of effective partnership between the school, home and parish, and this enriches pupils' personal development. The governors work hard to develop this aspect. The parent governor spends one morning a week in school in order to be available. The head teacher always makes time for parents to see her to discuss the care and welfare of their children and this contributes to the family atmosphere that parents welcome. The school supports all the events within the village and encourages the youngest pupils to take part.

19. The wide range of clubs and extra-curricular activities receive dedicated help from many parents. Parents also help with the residential visits. They are kept well informed about the educational purposes of visits and encourage their children to follow up this work as part of homework; for example, in providing information about the local Celtic heritage that enabled pupils to make comparisons with Brittany.
20. Information about what is going on in the school is effectively shared in newsletters. The progress reports are clear about what pupils have achieved over the year and set some useful targets for improvement that are discussed during the interim meetings with parents. Parents welcome the efforts the school makes to resolve learning difficulties. The parents and carers of those pupils receiving additional support as part of their individual education plans meet regularly with the head teacher and support staff.
21. A small number of parents help in and around the school as well as raising substantial sums of money. In the last two years they have used this money to purchase additional computers, equipment for play times and additional resources to supplement the reading programme.

There is very good provision for pupils with special educational needs.

22. Whilst there are average numbers of pupils with special educational needs, many are admitted after having difficulties at other schools. The range of needs is wide and includes learning difficulties, behavioural or emotional problems and specific physical needs such as hearing impairment and speech difficulties. All pupils receive a very good level of support targeted to meet their specific needs and they make good progress in relation to their starting points.
23. Individual educational plans (IEPs) are formulated by the teachers in conjunction with the head teacher, who is also the special educational needs co-ordinator; support staff are involved in planning to support pupils' individual needs. Targets in IEPs are very precise, identifying, for example, the specific words or sounds that a child needs to learn to improve his or her literacy skills and this ensures that the support a child is given can be specifically matched to areas for improvements. Teaching assistants provide very focussed support, particularly during the direct teaching part of the lesson, encouraging the pupils in a quietly persuasive manner to listen and respond. Reviews assess progress against the targets, and record achievement and any gaps that need further work. A suitable range of resources is available to support specific needs; for example, literacy support programmes. However, there is little that incorporates the regular use of ICT, such as computerised spelling and mathematics programmes.
24. The staff have a good level of awareness of pupils with special educational needs. There is regular contact with the support services such as the educational psychologist and good liaison with the hearing unit. All staff have had training in specific areas such as autistic syndromes and speech and language difficulties. Good liaison helps to ensure that pupils' specific difficulties are quickly assessed and the school has expert advice to guide planning and provision.

WHAT COULD BE IMPROVED

Standards in mathematics.

25. The majority of pupils have a sound base in mathematics. They recall their tables quickly and use high numbers confidently. The pupils in Year 6 have a more limited

range of strategies for calculating than is typically found and are less confident about applying these skills to solving problems. They present information in a variety of ways but are not as far on in using formulae or in being able to extract and interpret information presented in tables, graphs and charts.

26. An analysis of the school data shows that pupils currently in Year 6 achieved at the lower end of average in the national tests in mathematics when they were in Year 2. Their progress for the first two years in the juniors was steady and in the case of many lower attaining pupils was good. The data indicates that pupils achieve at least as well as they should in Years 3 and 4, but this is not maintained. The progress by the age of ten was markedly erratic. Some pupils had not improved, whilst a few had made the gains expected.
27. The teaching of mathematics is satisfactory but there are weaknesses in the strategies used in the introductory parts of lessons and the organisation of the direct teaching. Some tasks made pupils think hard; for example, calculating which of the bookcases would fit along a wall of a given length. All pupils were encouraged to participate in this session and often had the opportunity to demonstrate their answers by instructing the teacher to set out the calculation. However, the teacher missed opportunities to discuss with higher attaining pupils the range of strategies that might be used; constrained by a number of pupils for whom the activity was too hard. In a start to a lesson for Years 1 and 2 a collection of 'inaccurate' addition sums encouraged younger pupils to consider how they would 'correct' them. The teacher gave some guidance at times on strategies for calculation, but alternative methods - whether effective or not - were not discussed. In both examples learning was limited and those pupils who were not particularly competent at the start of the session did not improve their skills and understanding as much as they might, whilst the opportunity for higher attaining pupils to discuss relationships between numbers were not developed.
28. Some of the teaching in the main part of the lesson for Years 5 and 6 lacks a clear focus on key objectives. In one lesson when pupils worked with data on mileage between cities, insufficient attention was given to drawing conclusions from the information or making some general hypotheses that could be tested. For many the task of transferring the information from a chart to a bar graph meant that they did not learn as much as they might. Teaching assistants were clear on the support needed to help pupils complete the activities, but there was little other direct teaching during the lesson, other than the session immediately following the initial activity.
29. The school has invested in a new scheme to improve teaching and learning, but adapting this to the needs of four years in one class is proving complicated. As a consequence a number of the key objectives that form part of the national numeracy strategy have received insufficient emphasis and gaps have appeared in older pupils' mathematical skills.
30. The school undertakes non-statutory tests in Years 3, 4 and 5. The results are evaluated and, as a result, strengths and weaknesses are identified. Whilst this serves the school well as an annual check, there is nothing to help teachers track the progress of pupils' mathematical competencies in the interim. As a consequence, the match of work to individual pupils' attainment is not as challenging as it should be towards the end of the juniors.

The clarity of school development plans.

31. Overall, the quality of leadership and management is good. At the time of the last inspection the long-term strategic development of the school was a key issue for action. Much has been accomplished and the head teacher, along with the governors, has a clear view on the improvements that the school is seeking in standards and teaching and learning. The school development plan is a comprehensive document covering curriculum, premises, community and management issues. The curriculum plan, for example, identifies clearly the resources and training that is planned but it is not specific about how this action is to improve teaching and learning. There are stated performance targets, particularly for raising the proportions of pupils attaining higher levels in the national tests, but the plan gives no direction as to which areas of pupils' learning need to be improved for these targets to be achieved. In this way, the plan does not reflect a precise evaluation of the relative strengths and weaknesses in teaching and learning. The introduction of new guidelines and commercial schemes of work in science has the broad aim of improving teaching and learning, but does not get to the heart of the mediocre performance by higher attaining pupils in science tests. The nature of such wide-ranging action is that the school can not precisely measure the impact of any improvements.

32. The existing strategies for reviewing and evaluating the work of the school are adequate and have raised some important areas for the school to develop. For example, the quality of pupils' writing has been identified as weaker than their reading and the achievements of pupils in ICT have not matched teachers' expectations. Extra strategies for teaching writing have been successfully introduced, whilst additional expertise has been brought in to help with ICT skills development. Some parts of the school development plan refer to these actions, but others do not. Some parts of the plan are costed, but this is not the case for other areas. Some parts show what training will be needed; others do not. Some measures to judge success are identified, but strategies for evaluating whether they were worthwhile are not clear. It is not easy therefore for the school to evaluate the effectiveness of the steps taken. The head teacher and governors have stated that they wish to improve strategic planning, so the need has been recognised. The school is well placed to carry this work forward.

The provision for physical education.

33. The last inspection reported a weakness in equipment for teaching and pupils' learning in gymnastics and the lack of equipment for children in the reception year. Whilst there has been substantial improvement in adapting part of the building to provide an attractive area for teaching children in the reception year, opportunities for them to learn outside are still unsatisfactory. The reception children share the playground happily with other pupils at play times, but other than an assorted collection of wheeled vehicles there is nothing that extends their physical development or provides stimulation for creative development. There is no safe area for them to use during the day as part of a programme of outdoor activity, as recommended in the guidance for the foundation stage.

34. Outdoor accommodation is satisfactory for most of the pupils. The yard and village field accommodates most game skills to be taught and there is an attractive garden where pupils can be seen sitting quietly and developing their love of nature. Until recently the school made use of the village hall for dance lessons; also an improvement since the last inspection. This is no longer possible for health and safety reasons. Dance lessons, a strong element of the school's physical education programme, continue at the local bowls club, but this is a far from an adequate facility. The space is small and offers no opportunities for pupils to develop gymnastics skills.

Whilst there is a good programme of PE, the absence of a place and the necessary equipment to develop gymnastic skills is limiting provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to raise standards further the school should now:-

Raise standards in mathematics by:

- taking full advantage of the guidance on teaching provided through the national numeracy framework;
- improving the match of work to pupils' previous attainment.
Paragraphs 27 – 30

Improve the clarity of school development plans by:

- setting out clearly what improvements in teaching and learning the school is seeking to achieve and how it intends to raise standards in those areas where they are judged to be weaker;
- establishing clear success criteria and strategies for evaluating the effectiveness of school improvement.
Paragraphs 31 and 32

Improve the provision of outdoor activity for the youngest children and arrange for alternative temporary accommodation for teaching gymnastics skills. *Paragraphs 33 and 34*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	6	2	0	0	0
Percentage	0	27	55	18	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 9 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)	58
Number of full-time pupils known to be eligible for free school meals	9
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	11
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	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	94.0
National comparative data	94.1

Unauthorised absence

	%
School data	0.5
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	2002	1	2	3

School results are not published because there are less than 10 pupils taking national tests.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	2	2	4

School results are not published because there are less than 10 pupils taking national tests.

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	53	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR-Y6

Total number of education support staff	6
Total aggregate hours worked per week	131

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	156,217
Total expenditure	152,129
Expenditure per pupil	2,766
Balance brought forward from previous year	7,272
Balance carried forward to next year	11,360

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	2
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	55
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	79	14	3	3	0
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	10	3	0	7
The school expects my child to work hard and achieve his or her best.	76	21	3	0	0
The school works closely with parents.	72	24	3	0	0
The school is well led and managed.	76	17	0	0	7
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	86	14	0	0	0