

INSPECTION REPORT

St Bega's C of E Primary School

Eskdale, Holmrook

LEA area: Cumbria

Unique reference number: 112349

Headteacher: Miss Y Craig

Reporting inspector: Mr J Heap
18824

Dates of inspection: 6 – 7 May 2003

Inspection number 247215

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Longrigg Lane
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Holmrook

Postcode: CA19 1TW

Telephone number: 01946 723 259

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Appropriate authority: The governing body

Name of chair of governors: Rev M Stonestreet

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small Church of England primary school serves pupils aged five to eleven years from mixed backgrounds. There are few signs of social deprivation. Most pupils live in, and around the village of Eskdale Green, which is situated in the Lake District national park. The local area is rural, with a large majority of private housing. There are 32 pupils on roll, 17 boys and 15 girls. The majority of pupils are white, with a very small proportion coming from a mixed-race heritage. Four (13 per cent) pupils are on the register of special educational needs, a proportion that is broadly average. Two pupils are identified as gifted and talented. No pupils have Statements of Special Educational Need. Two pupils (6 per cent) are entitled to free school meals and this proportion is below the national average. The levels of attainment of children entering the reception class are broadly average. There are two classes and they each cater for pupils of more than one age group. There has been a large turnover of staff in the last four terms and the headteacher has been in post since September 2001.

HOW GOOD THE SCHOOL IS

This is a satisfactory school that is improving and has some strong areas. Attainment is at the expected level and pupils are achieving satisfactorily. Pupils' attitudes, behaviour, relationships and attendance are strong. The quality of teaching and learning is satisfactory overall, with strengths in Years 5 and 6. Pupils benefit equally from the school's provision. The headteacher provides good leadership and management, but improvements are needed in the work of the governing body. The school gives satisfactory value for money.

What the school does well

- Pupils have very good attitudes to school, their behaviour is good and they form very good relationships with each other and adults.
- The provision for pupils' moral and social development is very good, and that for spiritual and cultural development is good.
- Procedures for the care and welfare of pupils are effective.
- Parents and the local community have positive views of the school and make a significant contribution to its life and the provision it gives.
- The headteacher provides good leadership and management.

What could be improved

- Standards in writing are not as high as they ought to be for average and lower attaining pupils.
- The curriculum for children in Reception is not broad and balanced.
- The governing body's approach to evaluation and strategic planning is weak.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. There has been satisfactory improvement since that time.

In relation to the key issues identified, there has been:

- good improvement of the curriculum for Years 3 to 6;
- satisfactory improvements to the judging and recording of pupils' levels of attainment; particularly useful is the tracking document;
- satisfactory improvement in multicultural development. There is plenty of evidence that pupils are made aware of racism and problems caused by it. Nevertheless, there are further improvements needed and these are planned for;
- statutory requirements are met in the school's reporting of attendance;

- insufficient improvement in development planning because the governing body are not having sufficient influence upon its production, mainly in relation to strategic planning and effective evaluation.

The school has worked successfully to improve pupils' attitudes, behaviour and relationships. There is now a greater emphasis on pupils, welfare and the partnership with parents.

STANDARDS

Owing to the very small number of pupils aged seven and eleven it would be inappropriate to look at percentage proportions of pupils' attainment in national tests. This is because each pupil would equate to as much as 25 per cent of the total, and this would give an unclear comparison with schools where there are many more pupils.

By the age of seven, the results of national tests over the last three years indicate that standards exceed the average in reading, writing and mathematics. By the age of 11, the results of national tests over the last national test results over the last three years are above average in English and below average in mathematics and science. Overall, standards are in line with the national average. Boys do better than girls. The overall trend in results is below the national one. However, the school's tracking document indicates that most pupils are achieving satisfactorily and that pupils with special educational needs are often reaching challenging targets.

Overall, pupils achieve the standards expected and those with special educational needs make satisfactory progress in relation to their prior levels of attainment. This is due particularly to the challenging targets set for them in their individual education plans.

By the ages of seven and eleven, standards seen during the inspection are at the expected level in English and mathematics. There are no significant differences in the attainment of boys and girls. However, standards in writing are not as high as they ought to be. This is mainly because of two factors:

- the general quality of presentation and use of basic skills is not high enough, most particularly in handwriting, spelling and punctuation;
- there are insufficient opportunities for pupils to write independently and at length.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All evidence points to pupils enjoying school, concentrating hard and usually doing their best.
Behaviour, in and out of classrooms	Good. The school is an orderly and safe community. Pupils play together well and older pupils provide good role models for the younger ones.
Personal development and relationships	Overall good. Relationships are very good and all pupils are developing a balanced and respectful view of life. Some improvement is needed in pupils' independent learning skills.
Attendance	Good. The rate is well above the national average. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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.

Overall, the quality of teaching and learning is satisfactory. All lessons were at least satisfactory and about a half were good, or better. In the reception year, the teaching of literacy and numeracy is satisfactory. The teacher plans well and has a good knowledge and understanding of how young children learn. However, improvement is necessary in providing opportunities for these young children to make some choices in their learning and become more independent. Furthermore, the resources for outdoor physical development are inadequate. In Years 1 and 2, the quality of teaching and learning is satisfactory. Overall, the planning of lessons is detailed and well thought out. In the best lessons, pupils are challenged throughout, most particularly in the development of language and methods of working. Insufficient attention is paid to setting high standards in writing, and this means that the standards are patchy and in need of improvement. Teaching is at its strongest in Years 3 to 6, and particularly in Years 5 and 6. The teacher plans work that is challenging, shows her good knowledge and understanding of subjects and pupils, and expects pupils to work hard. Pupils respond well and generally react to the level of challenge in a positive manner. The good quality of judgements about pupils' work is starting to have a positive effect on their learning, and this is moving towards higher expectations of better quality work. However, it is clear that pupils are not used to these higher expectations, most particularly in relation to writing and, in general, working independently.

The quality of teaching and learning of pupils with special educational needs is satisfactory. The recent introduction of detailed recording of pupils' achievements is having a good effect on the accuracy of work to match pupils' individual needs accurate matching of work to individual pupils' needs. For some pupils this is matched by increased interest in the work and in more work being completed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Pupils in Years 1 to 6 have a broad and balanced curriculum that is enhanced by a good range of activities outside lessons and by strong links with the community. The curriculum for pupils in the reception year is narrower because there are insufficient resources outdoor for children's physical development.
Provision for pupils with special educational needs	Satisfactory. The coordinator keeps a close watch on pupils, and their satisfactory progress is monitored carefully. Pupils have the same access to the curriculum as their peers. Good links are forged with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Strong Christian values are evident, most particularly in the very good provision for moral and social development. Collective worship is effective. Spiritual and cultural development is good.
How well the school cares for its pupils	Good. Procedures relating to child protection and monitoring attendance, behaviour and health and safety matters are effective. Procedures for judging pupils' levels of attainment are satisfactory.
Partnership with parents	Parents' views of the school are good. The headteacher has introduced a wider range of communication and these are appreciated by the parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is successfully introducing modern management methods. These are having a good effect on development planning and establishing a vision for the future. She leads by example and is a good role model in her teaching and energetic approach to challenges. All of this small staff work together as a closely-knit team.
How well the governors fulfil their responsibilities	Satisfactory. Statutory responsibilities are met. Their strongest work is in the promotion of a caring school. Improvements are needed in the review of aims for the school, the development of a coherent plan for school improvement and in the subsequent evaluation of the school's achievements and challenges.
The school's evaluation of its performance	Satisfactory. The headteacher has introduced several important initiatives that make the checking and evaluation of provision more secure. For example, long-term tracking of pupils' achievements, regular reviews of pupils' levels of attainment, parent questionnaires and curriculum guidance that matches national requirements and advice.
The strategic use of resources	Satisfactory. Overall, financial management is prudent, but greater attention to evaluating spending decisions is needed, particularly in staffing. The school has adequate procedures to secure value for money in its acquisition of services and resources.

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. • Their children are making good progress. • The approachability of staff. • The expectations the school places on pupils of hard work and achievement. • The quality of teaching. • The behaviour of pupils. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • Homework. • Information for parents about the curriculum.

Inspectors agree with the majority of positive comments from the parents. Their view of good teaching and pupils' achievement is higher than the satisfactory judgement made by inspectors. Overall, inspectors judge the range of activities provided outside lessons to be good, and the arrangements for and provision of homework is satisfactory. The school provides parents with a wide range of information through several means, for instance newsletters, website, formal meetings and papers.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils have very good attitudes to school, their behaviour is good and they form very good relationships with each other and adults.

1. Pupils are keen and eager to come to school and they respond very well, both inside the classroom, and outside of lessons. Parents understand this and cite it as a significant strength of the school. For example:

- all of the parents returning inspection questionnaires stated that their children like coming to school;
- parents attending the meeting with inspectors commended their children's enthusiastic approach to school.

In discussions with parents and pupils, both formally and informally, it is clear that pupils are very happy to come to school and that this is seen as an effective start to their school career. Overall, there are high expectations from staff and parents that pupils will want to learn, behave and be part of the community. This is very clear in lessons.

2. In lessons, pupils are invariably interested, keen and enthusiastic. For example:

- in the Reception and Year 1/2 class, pupils responded well to a mathematics lesson by showing an interest in the work of others, helping each other with difficulties and providing good support and praise for endeavour and achievement;
- Year 5 pupils in an information and communication technology lesson concentrated fully, and for long periods, on their work and remained interested;
- pupils in Years 3, 4 and 5, writing letters in an English lesson, were busy throughout the session. Lower attaining pupils with standards below national expectations were, nevertheless, keen and enthusiastic to perform well and improve.

3. Pupils of all ages behave in a sensible and responsible manner. Within the classrooms, there is much talking and excitement that fully relates to the work in hand. For example:

- in a Reception and Years 1 and 2 geography lesson, the excited youngest children were making an island from papier mache, but they did not disturb the older pupils doing written work;
- in a Year 3/4 mathematics lesson, the small group of pupils showed excitement and striving to accept new challenges without letting their enthusiasm become too loud and spoil the lesson. They met the teacher's high expectations of behaviour.

Outside the classroom, pupils of all ages play together well. They clearly understand the difference between right and wrong. Pupils use resources and equipment carefully and show consideration for others. They are very polite and show courtesy to each other, adults who work in the school and visitors.

4. Relationships are very strong in the school. Pupils work and play together in a very harmonious manner. They respond readily to the very positive role models set by parents, governors and staff, such as high levels of respect and courtesy. Parents

are particularly pleased about the way that the older pupils 'look after' the younger ones and see the school as being like a good, large family.

5. These judgements represent a good improvement since the last inspection and are testimony to the importance the whole school community places on these areas.

The provision for pupils' moral and social development is very good, and that for spiritual and cultural development is good.

6. Parents at the meeting with inspectors expressed full support and appreciation for the values, beliefs and attitudes that the school promotes. In their view, which is supported by inspectors, these are at the core of the school and help greatly to prepare their children for their future life. Pupils are also clear that the school is highly supportive of them and that their personal development is fostered by the range of activities, expectations and guidance that the school provides, for example:

- the programme of visits and visitors that enrich the curriculum;
- the use of rewards to encourage endeavour and achievement;
- the close attention to detail when helping pupils learn new work.

The judgement relating to cultural development is a satisfactory improvement since the last inspection.

7. Provision for pupils' moral development is very good. The school sets clear and coherent moral guidelines, which are promoted in personal, social and health education lessons and in collective worship, for instance:

- in a lesson that focussed on 'What happens on the playground'. Pupils were encouraged to think about times when they were unhappy and when they made someone else unhappy. All of these reception and Years 1 and 2 pupils offered articulate views from their personal experiences;
- in a collective worship that focussed on the life of Martin Luther King and the effects of racism. Most pupils related racism to unfairness, prejudice, inequality and discrimination. Importantly, pupils were led to an understanding that similar views could be expressed in terms of gender issues.

The school expects high standards of behaviour, respect and courtesy and these are achieved with a minimum of fuss.

8. Provision for pupils' social development is very good. There are plenty of opportunities for pupils to work together and to provide each other with assistance, as appropriate. Pupils are expected and taught to respect;

- each other and adults;
- the community;
- the natural world;
- people from other cultures.

Pupils are encouraged to reflect on the needs of others by raising funds for charities. Lunchtimes are a pleasant social occasion where pupils and children of all ages enjoy their meal and conversation. The adults have a large and helpful role in these events and it is clear that teamwork amongst the staff is very important and successful. In broader terms, the school promotes a good range of activities outside lessons. Social events are organised by the parents' association, such as the annual art show.

From an early age, pupils are expected and encouraged to take on responsibilities in the classrooms and around the school.

9. Provision for pupils' spiritual development is good. The school has an appropriate Christian ethos that is given great and proper emphasis in the aims of the school. In practice, there are many and various opportunities for reflection, discussion and debate. For example;
- a termly collective worship plan includes confirmation of the need to celebrate the diverse roles and natures of people and animals;
 - pupils from the earliest age are encouraged to participate in class and assembly discussions;

As a result, pupils develop;

- the strengths of being an individual;
- the knowledge that all creatures have a complementary role to play in the world;
- sufficient confidence to think their own thoughts, speak out and, crucially, show humour.

All of these aspects provide pupils with good skills and insights for the future, a positive self-esteem and an appreciation of others.

10. Provision for pupils' cultural development is good overall. The school provides many opportunities for them to enrich their knowledge and experience of Christian and local traditions. For example, the local farming traditions and heritage are very well covered through local study work, such as the bi-annual outdoor education visit to Derwent Hill. Moving further afield and into aspects of comparative study, the school undertakes visits to urban areas where there is a greater diversity of culture, such as London or Newcastle. Furthermore, the school benefits from pupils, parents, governors and staff who have come to the area from Australia. The visit from a Hindu community member helped pupils to understand and celebrate Diwali and Holi. Lessons effectively explore past cultures.

Procedures for the care and welfare of pupils are good and are effective.

11. The support and guidance systems developed by the school are good and contribute substantially to its caring ethos. A pleasant and happy atmosphere promotes satisfactory conditions for teaching and learning. The teachers know their pupils well and support them effectively by the consistent use of school policies. The parents' questionnaires show considerable support for the school's values and attitudes, and no parents whose children disliked attending the school. Standards of care and welfare are better than those reported in the last inspection.
12. The procedures for monitoring academic progress have been developed throughout the school and are satisfactory. There is helpful individual target setting, and marking of books indicates to pupils what they need to do in order to improve. The best marking is in Years 3 to 6. Procedures for monitoring personal development are effective.
13. Procedures for monitoring and promoting discipline and good behaviour are good, effective throughout the school and are another strength. The school has appropriate policies covering all aspects of care and guidance. The pupils know and understand the school's expectations. These are applied consistently and fairly throughout the school. Rewards are given for good work or effort. The behaviour policy has a

reference to bullying, but pupils and parents report that there are no incidents for the school to deal with. The school records any complaints it receives and deals with them according to its policy.

14. Procedures for monitoring and promoting good attendance are very strong and effective. The school successfully promotes regular attendance by its pupils.
15. Procedures for child protection and promoting pupils' well-being, health and safety are good. There is an appropriate child protection policy in operation and the headteacher (the designated responsible person) has received the necessary training. The school has adopted a health and safety policy, and training has taken place. Satisfactory records are kept and formal risk assessments have been carried out in these main areas:
 - grounds and premises;
 - subject areas;
 - out-of-school activities.
16. The school has extensive grounds that are used fully during good weather. The school exercises appropriate care to ensure the proper supervision of pupils at breaks and at lunchtime. There are suitably qualified first-aiders amongst the staff.

Parents and the local community have positive views of the school and make a significant contribution to its life and the provision it gives.

17. Evidence from the pre-inspection meeting with parents, and from returned questionnaires, shows that parents are satisfied with much of what the school does for them and their children.
18. The information provided to parents by the school through a simply designed brochure is clear and informative; it is regarded by parents as very helpful. It provides requisite details of the governing body, specifies the school's mission and the curriculum and, amongst other information, refers to its admissions procedures. Parents' consultation evenings are held in the autumn and spring terms to discuss the pupils' progress, and helpful annual reports are compiled that cover the children's progress and personal development. Targets for improvement are clearly written in the reports. The parental survey indicates that parents feel well informed about their children's progress. They are also kept well informed about school activities by means of a newsletter. Compared with the last inspection, the amount and quality of information has improved greatly. For example, the school now has:
 - a website with updated information from the school;
 - curriculum information for all classes that cover a 12-month period.
19. The school works hard to involve parents in its day-to-day life. Parents complete a questionnaire about their child on entry to school. Parents sign a home-school contract; this focuses attention on the importance of support for the child and of working co-operatively with the school. Parent volunteers help in the classrooms, though more frequently with the lower age groups. The school has an active parents' association that provides the school with considerable additional resources through its fund-raising activities. Parents are very supportive of the school.

20. The school has effective links with the local and wider community due to its very positive attitude. It provides:

- a page for the parish magazine;
- computer classes for local residents.

The links with local primary schools are very good. This is particularly helpful as support for the headteacher of a small school, who has few colleagues to turn to on the staff.

21. The school's links with other educational institutions are also very good. It provides training places for higher and further education institutions, and has very good links with the nearby secondary school, to which many pupils transfer. The school's presence in the local community is actively confirmed by the annual involvement of its pupils in local music festivals, its representation in competitive sporting activities and the regular visits made by pupils to places of educational interest.

The headteacher provides good leadership and management.

22. The headteacher, appointed in September 2001, provides good leadership and management. She is a conscientious and caring teacher who provides a good example in her classroom work. She has skilfully, enthusiastically and successfully faced some significant challenges since becoming headteacher, such as:

- a complete turnover of teaching staff;
- the long-term absence of an experienced member of staff.

Views expressed by parents at the meeting with inspectors show that she is highly appreciated, but that she has had to work hard to achieve that status. Inspectors judge that this is because she is trying to manage change and teach for a large part of the week.

23. As a leader, she rightly recognises the need to develop a vision that will ensure progress for the school. This vision is informed by clear educational thinking and emphasises the care, support and development of all pupils. These are traditional strengths in the school and their successful improvement has ensured that the headteacher enjoys the support of pupils, parents and governors. However, she is doing far more than maintaining previously recognised strengths. She has brought about significant changes to the school in a relatively short period, and these are having a marked effect on its modernisation. Developments include:

- better whole-school planning that emphasises those aspects identified from carefully analysing current provision and performance;
- the evaluation of standards is rightly sought in the detailed tracking of pupils' levels of attainment and matching these with carefully determined individual pupil targets and the results pupils achieve in tests;
- more detailed lesson planning that is carefully matched to pupils' individual differences of maturity and levels of attainment.

24. As a manager, the headteacher has successfully introduced regular review and analysis of the school's work. She is assisted in this work by the staff, and their findings are properly used to compile a helpful development plan. Areas for improvement are identified and the appropriate factors of timing, personnel responsible, resources and success criteria are in place. The process is informed by significant amounts of staff development and the checking and evaluating of provision through:
- observing teaching;
 - checking teachers' lesson planning and pupils' work.
25. Financial management is sound. Prudent decisions have been made so that money is allocated to the greatest need. For example, the headteacher is supported by a financial package originating from a specialist company that is experienced in these matters. The headteacher is satisfied that the rigour of the package brings accuracy to dealings and acts as an informal, but important, audit process. The school has sound principles and practices to ensure value for money in its acquisition of supplies and services.

WHAT COULD BE IMPROVED

Standards in writing are not as high as they ought to be for average and lower attaining pupil.

26. Overall, pupils achieve the standards in writing that are expected of pupils of their age. Targets set for pupils in the national tests at ages seven and 11 are challenging and the work is successfully helping them to achieve those targets. However, there are two shortcomings that mean the overall standards in writing are not as high as they ought to be:
- the use of prepared worksheets is reducing the opportunities for average and lower attaining pupils to produce longer pieces of writing, particularly the writing in subjects other than English;
 - the quality of presentation and spelling is lower than it ought to be, most particularly amongst the average and lower attaining pupils.
27. Throughout the school, the quality of handwriting is inconsistent. For example, in Year 6 the higher and lower attaining pupils have neat, joined writing, but the average attaining pupils produce a mixture of neat and untidy work, with some letters joined and others not. Lower attaining pupils have difficulties with spelling and punctuation. Average attaining pupils do not provide enough detail in their writing to interest the reader. Often, the opening lines of the story move from one character, or event, with little reason. Average and lower attaining pupils often produce immature writing that lacks thought. The overuse of prepared worksheets is most noticeable amongst the lower attaining pupils and gives them too few opportunities to develop a more rounded and mature style of writing.

The curriculum for children in Reception is not broad and balanced.

28. Overall, children in the reception year achieve satisfactorily. They are developing the necessary skills, knowledge and understanding in the majority of early learning goals. However, in two areas, achievement is not as good as it ought to be:
- firstly, the school lacks sufficient large outdoor play equipment for children to achieve well in physical development;
 - secondly, children do not have enough time and opportunity for investigating through play.
29. The type of equipment needed to enhance skills in physical development are large mobile toys, such as cars and trikes. The school also lacks a designated play area just for the youngest children, where they could use the toys safely and creatively. The extensive grounds have sufficient potential for putting this right. Nevertheless, the children are fortunate in having plenty of opportunities to play on the external climbing frame.
30. Reception children share their time and room with pupils in Years 1 and 2. This arrangement has advantages in relation to the youngest children having role-models and older pupils to work with and alongside. However, there is evidence that these young children are expected to complete work that is similar to that set for the older ones before they have had a full opportunity to investigate through play. For example, in a science lesson relating to the sounds made by musical instruments, the youngest children were given a drawing/ paper activity to complete. They would have learned more from continuing to experiment with the instruments and the sounds they produce. Consequently, the children lost interest in the activity.
31. The teachers have identified these areas for improvement and plans are in place to develop them.

The governing body's approach to evaluation and strategic planning is weak.

32. The governors are supportive of the school and they give their time freely. The headteacher ensures that they are well informed about the business of the school, particularly in financial and curricular matters. They fulfil statutory requirements. Committees are in place and they are busy doing some of the detailed work. For example, the curriculum committee is fully involved with important business such as:
- reading and ratifying subject policies;
 - receiving reports about national test results.
- Some governors spend a fair amount of time in the school, helping in lessons, assemblies and on school journeys.
33. As a result of the hard work and strong partnership with staff and the community, the governors have successfully promoted improvements in several areas that they see as vitally important areas of school performance, for instance:
- the behaviour of pupils;
 - pupils' attitudes and the relationships they make;
 - links with the community.

34. Inspectors agree that these are important indicators for the school, but not the only ones. Their approach to more contemporary aspects of governance has not developed as well, for example;
- the aims of the school have not been reviewed regularly, or recently, so that the governors' developing vision for the school is made clear to staff and parents;
 - using the aims as a means for evaluating the performance of the school;
 - having a bigger say in the framing of the school development plan.

These shortcomings mean that:

- the governing body has insufficient influence on the direction the school should be taking, such as improving standards and the quality of teaching and learning;
- the governors are too reliant on the information they receive from management rather than gathering first hand the information that they need to evaluate what is going on;
- the burden on the effective headteacher, who teaches a class for much of the time, is too great.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. Governors, headteacher and staff should:

- (1) Improve standards of writing throughout the school by:
 - providing average and lower attaining pupils with many more opportunities to write longer pieces;
 - reducing the present overuse of prepared worksheets, most particularly for average and lower attaining pupils;
 - raising the quality of presentation and other basic writing skills.(Paragraphs: 26; 27)
- (2) Broaden the provision for reception children by:
 - increasing the number and range of resources for outdoor play and providing the children with a secure area to use the toys;
 - matching the activities in lessons to the interests, skills, knowledge and understanding of the youngest children.(Paragraphs: 28 – 31)
- (3) Improve the effectiveness and leadership of the governing body by:
 - regularly reviewing school aims and amending them to reflect the governors developing vision for the school;
 - ensuring that the governors are adequately involved in the checking, evaluating and reporting of the school's work;
 - expecting the governors to have a greater involvement in the design, implementation and evaluation of the school development plan.(Paragraphs: 32 – 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	8	5	0	0	0
Percentage	0	7	57	36	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 one five 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)	-	32
Number of full-time pupils known to be eligible for free school meals	-	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	0
Number of pupils on the school's special educational needs register	-	4

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	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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
23	0	0
0	0	0
3	0	0
0	0	0
0	0	0
2	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
4	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	13.3
Average class size	16

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	8

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
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Financial information

Financial year	2002/03
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	£
Total income	128,155
Total expenditure	127,688
Expenditure per pupil	3,990
Balance brought forward from previous year	5,958
Balance carried forward to next year	6,425

Number of pupils per qualified teacher	-
Total number of education support staff	-
Total aggregate hours worked per week	-
Number of pupils per FTE adult	-

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	32
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	59	35	6	0	0
Behaviour in the school is good.	18	71	6	0	6
My child gets the right amount of work to do at home.	24	41	29	6	0
The teaching is good.	41	53	6	0	0
I am kept well informed about how my child is getting on.	53	29	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	18	0	0	12
The school expects my child to work hard and achieve his or her best.	59	29	0	0	12
The school works closely with parents.	59	29	6	0	6
The school is well led and managed.	65	24	12	0	0
The school is helping my child become mature and responsible.	47	35	6	0	12
The school provides an interesting range of activities outside lessons.	12	59	29	0	0