

INSPECTION REPORT

CRICH CARR C OF E PRIMARY SCHOOL

Whatstandwell

LEA area: Derbyshire

Unique reference number: 112866

Headteacher: Miss A. Punchard

Reporting inspector: Mr P. Edwards
21069

Dates of inspection: 10th – 11th February 2003

Inspection number: 247282

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 controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: Main Road
Whatstandwell
Matlock
Derbyshire

Postcode: DE4 5EF

Telephone number: 01773 852070

Appropriate authority: The Governing Body

Name of chair of governors: Mr S. Boothroyd

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary controlled primary school situated in the village of Crich Carr, Whatstandwell, near Matlock in Derbyshire. It is much smaller than other primary schools with 43 pupils on the school roll, consisting of 18 boys and 25 girls. The pupils are arranged in two classes. One class has the Reception, Year 1 and Year 2 pupils and the other has the Years 3, 4, 5 and 6 pupils. The pupils come from a range of social backgrounds; their attainment on entry to the school is above average. There are no pupils who are learning English as an additional language. At the time of the inspection, six per cent of the pupils were eligible for free school meals and this is below the national average. The percentage of pupils identified as having special educational needs (16.7 per cent) is below average. No pupils have a Statement of Special Educational Needs. Staff changes and pupil mobility are very low. The school has recently received an achievement award for the standards achieved by the pupils in National Curriculum tests.

HOW GOOD THE SCHOOL IS

This is a very good school. The headteacher provides very good leadership and manages the school effectively. Morale is very high and the pupils enjoy school and this is reflected in the way in which all pupils participate enthusiastically in the tasks they are set. The quality of teaching is good and the pupils are provided with a broad and interesting curriculum. All of the pupils achieve well and most achieve standards that are at least in line with the national average by the time they leave the school at age eleven. The staff are keen to raise standards further and the capacity for further improvement is good. The school provides very good value for money.

What the school does well

- The pupils achieve well in the core subjects of English, mathematics and science and attain very good standards by the age of eleven.
- The pupils have a good musical knowledge and the standard of their singing is excellent.
- There is a very good curriculum that is well matched to the needs of the pupils' ages and ability.
- The pupils' behaviour and their attitudes towards work are excellent.
- The leadership and management of the school are very good and there is a very strong collegiate atmosphere.

What could be improved

- The assessment procedures for subjects other than English, mathematics and science.

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 March 1998 and has made good improvements since that time. Pupils continue to achieve well across all subjects and the good quality of teaching has been maintained. The quality of leadership and management of the school has improved and the key issues identified by the last inspection have been tackled well. Standards of attainment in information and communication technology and design and technology have improved and the curriculum fully meets the needs of pupils of all ages. The school improvement plan is a useful document that clearly identifies areas for improvement. The governors are fully involved in evaluating the work of the school and have been instrumental in improving the accommodation.

STANDARDS

This part of the report normally contains a table showing the attainment of pupils in the last set of national tests for eleven-year-olds. However, because the number taking the tests is so small – nine last year – the table can be very misleading and is, therefore, omitted.

Given their above average attainment on entry, children in the Foundation Stage achieve well and are on course to attain the Early Learning Goals in all the areas of their learning. By the age of seven, standards in reading, writing, mathematics and science are above average. Pupils of all abilities achieve well. Teachers' assessments and an analysis of pupils' performance in national tests over the past four years reflect this picture of standards.

Inspection evidence indicates that by the age of eleven, standards in English, mathematics and science are above the national average. In the national tests for eleven-year-olds, the pupils' performance over the past four years has varied slightly with the different abilities of the respective groups. There have been years when standards have been higher and years when they have dipped. This is also true when analysing the performance of boys and girls. However, the overall picture is one of high attainment with most of the pupils achieving at least in line with the national average and a high number of pupils achieving at the higher levels in the national tests. Inspection evidence indicates that the pupils achieve well in speaking and listening and reading. The pupils write in a very good range of styles, although a number make careless spelling mistakes. In mathematics and science, the pupils make good progress in applying their skills to problem solving and investigational work and their mental recall of number facts is very good. The small number of pupils who have special educational needs are fully integrated into all aspects of the school's work and achieve very well. The classroom assistants support them very effectively with their individual work programmes. The school has set targets in English and mathematics for 2003 that are challenging but realistic.

Standards in information and communication technology have improved significantly due to the purchase of additional equipment but also to the regular teaching of the subject by the knowledgeable teachers. In religious education, standards meet the requirements of the locally agreed syllabus and the pupils develop a particularly good knowledge and understanding in the subject. Standards in music, particularly singing, are very high, and this is reflected in the requests for the pupils to perform at a number of venues. The work seen in other subjects is similar to that expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are extremely enthusiastic and show very high levels of interest in their work. They contribute extremely well in lessons and are very highly motivated. From an early age pupils demonstrate exceptionally high levels of concentration and apply themselves well to their work.
Behaviour, in and out of classrooms	Excellent. Pupils are extremely well behaved. They are polite and considerate of the needs of others. Many instances of kindness were seen during the inspection where pupils helped one another without prompting from their teachers.
Personal development and relationships	Excellent. Pupils get on very well with one another and show high levels of independence in their work.
Attendance	Very good. Above the national average.

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 and learning is good throughout the school. The basic skills of literacy and numeracy are very well taught, and there are many good opportunities for pupils to use and practise these skills in other subjects. Good opportunities are provided for pupils to use information and communication technology to support their learning, although this is an ongoing area of development within the school. The teaching of singing is very good and has a significant impact on the pupils' progress and attainment.

Teachers of all age groups use questions particularly well to extend the pupils' learning, and to focus their attention on key teaching points. Often, teachers give pupils 'thinking time' which enables them to formulate and consider their answers, and enables the younger or less able pupils to take a full and active part in discussion sessions. A very good feature of the teaching is the way in which teachers encourage pupils to measure the extent of their learning, either through the evaluation of their own work and that of others, or by considering their learning in terms of whether they have achieved the learning objectives that were set at the start of the lesson.

A particular strength of the teaching is the manner in which the school uses the individual skills and expertise of teachers. Examples of this are seen in science, music and information and communication technology. Teachers with expertise in information and communication technology and science are used well to enhance the pupils' learning and also to develop the skills of the full-time teachers. The school makes very effective use of learning support staff to teach music. This effective use of teaching and support staff has led to improvements in standards over time. Throughout the school, the teaching assistants make a significant contribution to the quality of pupils' learning, particularly in the development of literacy and numeracy skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and balanced curriculum which is enriched by visits and visitors that add to pupils' educational experiences. Good provision is made for children in the Foundation Stage.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are well supported in class and when they are withdrawn from lessons. The new Code of Practice has been fully implemented.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is very effective in the way in which it promotes the pupils' personal, spiritual, moral, social and cultural development. Collective acts of worship provide a very good opportunity for the school to meet as a community and add significantly to the pupils' personal development.
How well the school cares for its pupils	The school has good procedures in place for child protection and for ensuring the pupils' health and safety. Assessment procedures for English and mathematics are good, and the school is in the process of developing systems in other subjects.

The parents think very highly of the school and there are very good links between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership and management of the school. She enjoys the full support of the staff, governors and parents. Effective procedures are in place to monitor the quality of teaching and learning across the school.
How well the governors fulfil their responsibilities	Very good. The governors are very well informed, supportive, knowledgeable and most effective in holding the school to account for the quality of education that it provides. All statutory duties are met.
The school's evaluation of its performance	Very good. The headteacher, staff and governors have a very good understanding of the school's strengths and weaknesses. A good quality School Development Plan effectively guides future development, and regular reviews provide opportunities for reflection and the evaluation of progress.
The strategic use of resources	Very good. The school makes very good use of all available funds and grants to improve the quality of pupils' learning. Very good use is made of the expertise of teachers and support staff to teach subjects such as science, information and communication technology and music. The principles of best value are applied when measuring and evaluating the school's effectiveness.

The school has accrued a large underspend but this is earmarked for an extension to the school building.

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 making good progress. • The teaching is good and children are expected to work hard and achieve their best. • Behaviour is good. • The school provides an interesting range of activities outside lessons. • The school is open and responsive to parental suggestions. • The manner in which the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The information about how their children are progressing. • The number and range of out of school activities.

The vast majority of parents are very happy with the quality of education that the school provides and the high standards that the pupils achieve. Inspection findings support and endorse these positive views and agree that the school is providing a very good quality of education. The range and quality of information that is provided for parents about how their child is progressing is similar to that found in other primary schools and is therefore judged to be satisfactory. In addition, the school operates a genuine open door policy where parents have easy access to members of staff should they have any concerns. The small size of the school means that there is not a great number of after school clubs but there is a wide range of other activities, such as visits, visitors, residential trips, inter school sporting competitions and school productions. All of these add much to the pupils' experience.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve well in the core subjects of English, mathematics and science and attain good standards by the age of eleven.

1. The school has a commitment to achieving and maintaining good standards. This is a school that is constantly seeking to provide a high quality of education for all of the pupils and one that is well matched to their needs. There is a very happy atmosphere in the school and the relationships between the staff and pupils are excellent, helping to create an ethos where the achievements of all pupils are valued.
2. The National Curriculum test results at the end of Year 6 show that most pupils attain very good standards in English, mathematics and science. Although the results vary from year-to-year this is due to the small number of pupils in each year group. The important factor is that the pupils achieve well. Inspection evidence confirms what is shown by the school's detailed tracking of the pupils' attainment and that is that they make good progress throughout the school.
3. The children get a good start to school life in the Foundation Stage. These children are taught alongside those in the Infant class and the good quality of teaching ensures that their needs are fully met. Generally, the children's attainment is above average when they start the school. The Reception children are provided with additional support, particularly for English and mathematics, by the classroom assistant and this, together with the quality of teaching, ensures that by the time they enter Year 1, all have achieved the Early Learning Goals and a significant number have exceeded them.
4. Reading standards are above average at the end of Year 2 and well above average by the end of Year 6. As soon as they start school the pupils are taught the necessary reading skills and quickly develop skills in building words through letter sounds. The pupils are provided with many opportunities to develop their reading skills through research activities and reading for pleasure. There is a good range of books available and a regular dialogue takes place between parents and the staff, ensuring the latter are aware of the progress to be made in reading. The older pupils read books and plays by a wide range of authors such as Shakespeare and JK Rowling. The pupils are regularly taught the skills of reading, enabling them to tackle new words and books with confidence. Those pupils who require additional help are provided with appropriate support, enabling them to make progress in line with their peers. On completion of written work the pupils are encouraged to read it aloud to others and this also helps to develop their confidence. The pupils read regularly to staff, whether it be extracts from reading books or text from exercise books that they are working on, and this helps the teachers to identify problems they might be having with their reading. The oldest pupils are fluent readers who read with great confidence and expression and demonstrate a love of books. These high level skills provide them with an excellent foundation for learning in other subjects.
5. The pupils' writing is above average by the end of Year 6. Early writing skills are well taught. The pupils are taught a cursive, joined up style of writing in the infants and this helps them to develop fluent handwriting by the age of eleven. The pupils are provided with many opportunities to write for different audiences and these opportunities extend into many areas of the curriculum. For example, as part of their history work, the junior pupils write an account of their visit to a coal mining museum and their creative writing enables them to express feelings as to what it might

have been like to have been a child in Victorian times. Good teaching encourages the pupils to think carefully about their stories – for example in response to the teacher’s question on what made a good story, a pupil responded with, ‘You shouldn’t state the obvious.’ The pupils contribute to the village newsletter, providing a report on a performance by the school’s Harmony Group. They write letters that show they have a good understanding of the style, tone and purpose and poetry also features strongly in their work. A high level of independence is expected of the pupils and they use reference books such as the dictionary and thesaurus with very little help from the teacher. Older pupils know the pitfalls of using a thesaurus and that alternative words might not always fit their work. A number of pupils sometimes make careless spelling errors but the school has recognised this as an area to be addressed.

6. Throughout the school the pupils have very good speaking and listening skills. They listen carefully to the teachers and are interested in their work. All pupils enjoy answering questions and the teachers are skilled in phrasing questions so that pupils of different ages and abilities have equal opportunities to respond. These opportunities help to develop the pupils’ confidence and most have well developed vocabularies, enabling them to express their responses logically and clearly. The pupils listen carefully to comments made by their classmates and are respectful of their views and opinions. The pupils regularly take a lead during assemblies, devising and enacting plays and performances for parents. The parents express a high degree of appreciation for these performances.
7. By the end of Year 6, the pupils achieve standards in mathematics that are above average. In the Foundation Stage and in Years 1 - 2 the pupils are provided with a good introduction to mathematics and its relevance to every day life. The basic skills of numeracy are taught well and this gives the pupils the confidence to tackle problems with confidence and ease. Opportunities are provided for pupils to learn through a good range of practical activities as well as more formal methods. Lessons start with mental arithmetic sessions which the pupils thoroughly enjoy. They also enjoy the timed target activities by which they can measure their own improvement in mental arithmetic skills. The teaching of mathematics is consistently good and is used effectively to determine the different ways in which pupils arrive at their answers. These strategies are then often used later in problem solving tasks. The pupils have a good ability to solve problems using their number knowledge. The teaching ensures that all elements of the curriculum are covered in depth and this helps pupils to gain a good understanding of shape, space, measures, estimating, and handling and interpreting data as well as fostering their high level of number skills. The older pupils manipulate large numbers with ease. They are taught strategies to help them with multiplication and division calculations which enable them to calculate at speed and with a good level of accuracy. The pupils have a very good awareness of when to use mental calculation, pencil and paper method or when to use a calculator. By the time the pupils leave school they have a very good knowledge of number, they measure accurately, fully understand probability and interpret data effectively. The pupils record data very well using a range of different graphs. They name a wide range of two- and three-dimensional shapes using specific criteria and properties. Good examples were observed of the pupils using their mathematical skills in other subjects, such as science, which added much to the quality of their learning. Good examples were also observed of computers being used to enhance the pupils’ learning in mathematics and younger pupils were observed using programmable vehicles to develop their understanding of turning through a number of degrees.
8. Standards in science are above average when pupils leave the school. Good teaching ensures that all elements of the subject are covered in depth and, as a result, the pupils develop a good knowledge base. A particular strength of the subject is the pupils’ ability to carry out their own investigative work. A good emphasis is placed on developing pupils’ ability to carry out

investigations accurately alongside their acquisition of scientific knowledge. Throughout the school, the pupils enjoy taking part in practical and investigative work. By the end of Year 2 the pupils have a secure knowledge of the human body and of the characteristics of living things and explain why certain habitats are more suitable than others for different living things. Most have a good understanding of electricity. By the end of Year 6, pupils have a good understanding of physical processes and are conversant with all aspects of electricity. Much of the science is taught as part of a topic and this enables the pupils to look at the practical aspects of the subject. For example, as part of their work on Victorian industry the pupils explained how to make a model of a steam turbine and made a winch, demonstrating a good understanding of forces. Their work on mixing and separating substances was enlivened by looking at water pollution and what happens when substances such as oil, washing up liquid and water are 'mixed'. The school makes very effective use of the expertise of a regular supply teacher to teach science. Her knowledge enables the pupils to make good gains in their learning and some less exciting aspects of science are made more enjoyable because of the practical nature of the lessons. For example, the pupils created their own model of the sun and moon to establish how the movement of the earth affected shadows. As in other subjects, many of the pupils are encouraged to find things out for themselves and many come to school with the answers to questions that have been posed by the staff. This contributes effectively to the pupils' attainment and their rate of progress.

The pupils have a good musical knowledge and the standard of their singing is excellent.

9. From the moment they enter the school, the children are introduced to a culture of singing and music that does much to enhance their confidence and skills in the subject. By the time they leave the school at the age of eleven, the pupils' singing and musical knowledge is much higher than expected for their age.
10. All pupils enjoy singing and this is evident in the quality of their performance. During assemblies, hymns are sung but they go beyond what is normally seen. The pupils sing in harmony, unaccompanied and with an assured confidence that adds much to the spiritual dimension of the collective worship. Individuals willingly volunteer to start off the singing and others who join in demonstrate good rhythm and pitch. They know when to increase the volume and when it is more appropriate to sing softly. All pupils, including the youngest, join in enthusiastically and are justly proud of their singing skills.
11. The school also has a 'Harmony Group' which performs at a number of venues in the area. The group is made up of pupils from both the infant and junior departments and has performed with male voice choirs and professional singers. Again, they sing without accompaniment but their high level of musical skill enables them to sing three-part harmony that is delightful to listen to. Their performance of the 'Coal Hole Cavalry', accompanied only by their own foot tapping to simulate the noise of the miners' boots on the cobblestones was exceptional.
12. A classroom assistant teaches the Harmony Group but all staff are keen to develop the pupils' musical skills. The pupils have the opportunity to listen to a range of music and they are able to compose and play a range of percussion instruments with confidence. The pupils are encouraged to question their performance and this they do. They offer their views on how the quality might be improved or how a particular song should be interpreted and engage in friendly dialogue with staff as a means to this end. The staff believe that all children can sing, expectations are high and, as a result, they perform with a high level of confidence and skill.

There is a very good curriculum that is well matched to the needs of the pupils' ages and ability.

13. The school provides a broad, balanced and good quality curriculum that promotes pupils' learning in an effective manner. The curriculum that is provided ensures that subjects other than English, mathematics and science are taught in sufficient depth, with a good emphasis placed on the development of skills. Alongside this the school ensures that pupils learn in an effective manner about healthy lifestyles, sex education, drug awareness, social education and citizenship. The school is keen to develop the pupils' perspective beyond their immediate locality and, as a result, the pupils' personal and social development are developed effectively alongside their academic development.
14. The curriculum provision that is made for children in the Foundation Stage is very good. The children of Reception age are educated with Year 1 and 2 pupils and the classroom assistant is used effectively to provide additional support, particularly for literacy and numeracy activities. The children are provided with opportunities to learn through role-play, through construction work and through a range of practical activities where children investigate and find things out for themselves. Children are encouraged to be independent learners from an early age with teaching also ensuring that children are directly taught skills and knowledge in a more formal manner. This good quality curriculum provision helps to make sure that children are provided with a good start to their education.
15. When pupils move into Years 1-6 the very good quality curriculum provision continues. The school has devised a rolling programme for topics and this ensures that all of the recommended areas of the National Curriculum are given appropriate coverage. The emphasis is rightly on the development of skills rather than simply assimilating facts – a process which is particularly pertinent with the mixed age classes. Over time, the pupils learn about the Romans, Victorians, Ancient Egypt and Greece. They are provided with very good opportunities to develop their research skills, particularly in subjects such as history, geography and science. The pupils make very effective use of Internet and reference books and parents indicate that they too are encouraged to become involved in their children's learning when they follow up work that has been started in school. There are good opportunities for the pupils to learn about people of different times and cultures. In the current topic on the Victorians the pupils are using a school log book and documents about life in the mills to build a picture of family life. Pupils learn about the wider world in geography and examine such issues as pollution and conservation.
16. In art and design the pupils work with a range of different media and materials, although the very limited space make it difficult to work with materials such as clay on a regular basis. Pupils are directly taught a good range of skills that enable them to produce work in the style of various artists, currently Van Gogh. At the time of the last inspection design and technology was identified as an area for improvement and there is evidence that the pupils are now producing good quality design from which they make models. The current topic of space has produced some good, interesting designs and models of 'aliens' which move through a range of mechanical or electrical methods. The school has made good progress since the last inspection in terms of the curriculum provision that is made for information and communication technology. The school recognised that it would benefit from outside help and has made very good use of a grant to employ a specialist teacher. In addition to improving the quality of teaching the pupils now receive, it is enabling the staff to enhance their own skills. The purchase of additional computers

and software, together with the good teaching, enable the pupils to achieve good standards in information and communication technology and for computers to be used effectively to promote learning in other subjects. In religious education pupils learn about different faiths and cultures such as Judaism alongside Christianity.

17. The school seeks to advance pupils' learning and their personal development by exploiting learning outside of the formal curriculum. It provides opportunities for pupils to take part in some extra-curricular activities that cover sport and music. The school takes part in many inter-school competitions and achieves some successes. Visitors to the school bring another dimension to pupils' learning and have included musicians, authors, the emergency services as well as a range of individuals who have shared their occupational experiences with the pupils. Pupils visit museums, art galleries, the theatre and other places of interest. These visits are often carefully linked to topics that pupils are studying. Very good use is made of the local environment for learning. The older pupils attend residential visits where they take part in a wide range of outdoor pursuits. The very good balance that the school strikes between the formal curriculum and capitalising on learning opportunities from other sources does much to advance the knowledge, understanding and personal development of all pupils.

The pupils' behaviour and their attitudes towards work are excellent.

18. The pupils' attitudes to school and to work are excellent and have a very significant and positive impact on their learning. From an early age, Reception children are encouraged to develop independent learning skills, and to take responsibility for aspects of their own learning. As they get older they can be trusted to organise themselves quickly and sensibly when they are working in small groups on shared tasks. As the pupils move through the school, they become increasingly competent and independent when making choices and decisions about their work, and are very confident when solving problems.
19. The school promotes a very positive working environment, and pupils of all ages are very responsive. This is reflected in the pupils' very enthusiastic responses to all activities that the teachers present. The pupils respond very well to challenge and, because of the very successful way in which teachers promote the pupils' self-esteem and confidence, are keen to find things out for themselves, and do not worry about making mistakes. For example, in a junior class information and communication technology lesson seen during the inspection, the pupils were well motivated when they were asked to produce a multi-media presentation based on the science topic of space and exploration. Working in small groups, the pupils approached the problem very methodically, and the more able pupils produced very good pieces of work having researched the Internet, downloaded pictures and incorporated information using a range of techniques to make the end result more 'eye catching'.
20. In lessons, the pupils are very enthusiastic, and are very keen to answer and ask questions and to take part in discussions. Pupils of all abilities are keen to share ideas, but they also listen well to the views and ideas of others. When working individually, the pupils show very high levels of concentration, and produce good amounts of written work. Most pupils take pride in the presentation of their work, and try hard to respond to their teachers' suggestions for improvement. The pupils work very well together in pairs and in small groups, and willingly consider the ideas of one another. For example, in a science lesson, the pupils worked very well in small groups, considering how best to conduct an investigation. Pupils of all abilities are confident in their work, and this is because the teachers value their contributions and encourage them to participate.

21. The standard of pupils' behaviour is excellent. Pupils of all ages are self-assured, and extremely polite, helpful and friendly. Older pupils, in particular, have very good levels of self-discipline, which are evident, for example, when they are briefly left unattended, and continue to work conscientiously and quietly. The pupils demonstrate high levels of respect for others, and for property, and have a very good understanding of the need to consider the feelings of others. The older pupils always set a good example to younger pupils and the family atmosphere encourages older pupils to look after and support their younger classmates. At playtimes, pupils of all ages play well with one another, and younger children mix very well with the older pupils who look after them well.

The leadership and management of the school are very good and there is a very strong collegiate atmosphere.

22. The leadership and management of the headteacher are very good. There is a determination to continue to look for ways of improving the school and there is no evidence of complacency. All of the staff work very well together, their commitment and skills are valued and there is a strong desire to provide the pupils with a good education within a very happy environment. Within this happy atmosphere there is a recognition of the need to ensure all pupils achieve the standards of which they are capable and the detailed monitoring and tracking of the pupils' progress ensures that this happens. The headteacher looks at different initiatives to improve the quality of education provided. For example, specialist teaching in subjects such as science and information and communication technology and the utilisation of support staff skills in music have all proved successful in improving standards and pupils' learning. The positive ethos in the school, reflected in its aims, its high achievement and the fulfilling of the potential of each pupil, are as a result of the headteacher's leadership and management. She is very well supported by her colleagues, particularly the other full-time teacher. The headteacher sets a good example in terms of teaching, and shows a willingness to tackle identified issues in a professional and thorough manner. Under the guidance and leadership of the headteacher, the school has made good progress since the time of the last inspection. Good standards have been maintained and standards in subjects which were a concern have improved. The good quality of teaching that was identified at the last inspection is still a strong feature of the school. The previous inspection outlined the need for the school to improve schemes of work to ensure there was a clear progression of skills throughout the school. The schemes are continually updated and much ground has been covered. Whilst there is no separate outside play area for children in the Foundation Stage, and the space for physical education is very restricted, the school compensates by visiting a local secondary school for swimming and physical education activities. The school is well placed to sustain and to further improve the quality of education that it provides.
23. There are appropriate procedures in place to monitor the quality of teaching and learning. The headteacher has carried out some lesson observations and formal feedback is provided after each observation. The school makes effective use of the LEA advisory service who carry out lesson observations and provide advice. If necessary, targets for improvement are set and these form the focus of the next observation. This has led to improvements in the quality of teaching over time. The school carries out a regular analysis of the pupils' work and teachers' planning to ensure that the curriculum is taught in sufficient depth and that pupils' prior attainment is systematically built on and developed and that tasks set are suitably challenging and demanding. All these procedures have played an important role in improving the quality of teaching and learning and in raising standards.
24. The Governing Body is very supportive of the work of the school and fulfils its responsibilities very effectively. The governors have a very secure understanding of the strengths of the school

and areas that might be improved. The governors have undertaken much work since the previous inspection, and in particular there have been significant improvements to the building, resulting in the construction of a mezzanine and improved office accommodation. The school has accrued a significant underspend but this is earmarked for further improvements to the accommodation. The Governing Body is kept very well informed by the headteacher and discusses issues such as target setting and standards in great detail. Governors regularly attend training sessions and are kept very well informed on curriculum issues by the staff. The governors contribute well to the process of school development planning and are fully involved at all stages. The governors visit the school on a regular basis to observe the work of the school and good use is made of governors' personal and professional skills to help move the school forward. For example, governors have worked with pupils in their history topics and making objects in design and technology lessons.

25. The Governing Body has become increasingly effective over the years in holding the school to account for the quality of education that it provides. Relationships between the governors and the school are very strong and this adds to the spirit of community that is evident within the school.
26. The School Development Plan is of a good standard and provides an accurate and detailed assessment of what the school needs to tackle in the long and short term, to move forward. There is a very good match between financial planning and the priorities that are identified. Staff and governors are actively involved in drawing up the priorities and in monitoring the school's progress. The plan is a working document and is seen as the vehicle by which a good quality of education and high standards are to be achieved and sustained. Excellent use is made of the teaching and support staff, the school's accommodation – which is still limited - and all available resources in order to improve the quality of pupils' learning. Financial planning is of a good standard and the school ensures that the principles of best value are applied most effectively when purchasing goods or services and in ensuring that good procedures are in place to evaluate the impact on the pupils' learning and attainment of any major spending decisions. Taking all factors into account, this is a school that is providing very good value for money.

WHAT COULD BE IMPROVED

The assessment procedures for subjects other than English, mathematics and science.

27. The school has developed very good procedures for monitoring the progress of pupils in the core subjects of English, mathematics and science and the staff use this information very effectively to determine how well the pupils are doing and what needs to be done to help them improve further. The teachers know the pupils very well and are able to identify how well they are doing in other subjects. The school has identified the need to develop assessment procedures for these other subjects to help them report on standards at the end of the year and to inform parents at the end of the year. It is a delicate balance between providing good assessment information that is manageable for the staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The headteacher, staff and governors should now;
 - (1) develop appropriate assessment procedures for subjects other than English, mathematics and science by;

- utilising computer systems for managing assessment information;
- considering how the pupils might become involved in assessing their own work;
- using the skills of classroom support staff to assist in managing assessment information.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	4	0	0	0	0
Percentage	0	60	40	0	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 10 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)	43
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	4.0
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.

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	42	0	0
White – Irish	0	0	0
White – any other White background	1	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
Number of pupils per qualified teacher	21.5
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	28

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	170109
Total expenditure	158102
Expenditure per pupil	3,295
Balance brought forward from previous year	29,746
Balance carried forward to next year	41,673

Recruitment of teachers

Number of teachers who left the school during the last two years	0
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)	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	43
Number of questionnaires returned	34

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.	65	32	3	0	0
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	50	41	6	3	0
The teaching is good.	68	29	0	0	3
I am kept well informed about how my child is getting on.	35	47	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	79	15	6	0	0
The school expects my child to work hard and achieve his or her best.	71	24	0	0	6
The school works closely with parents.	47	41	9	0	3
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	50	24	21	0	6