

INSPECTION REPORT

WIDECOMBE-in-the-MOOR PRIMARY SCHOOL

Widcombe-in-the-Moor, Newton Abbot

LEA area: Devon

Unique reference number: 113235

Headteacher: Mr N Banwell

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 17th – 18th February 2003

Inspection number: 247333

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Widecombe-in-the-Moor
Newton Abbot
Devon

Postcode: TQ13 7TB

Telephone number: 01364 621261

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Appropriate authority: The Governing Body

Name of chair of governors: Mr B Hibbert

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Widcombe-in-the Moor is a small primary school in the village of the same name in a very rural location in the heart of Dartmoor in Devon. The school provides basic accommodation for three classes. All classes contain pupils from more than one age group. There are 74 children on the school roll aged five to eleven which is almost double the number at the time of the last inspection in 1997. There is an average of 24 pupils per class. Pupils are drawn from a very wide area, some travelling by minibus over considerable distances. Most of the pupils attend some kind of pre-school group (many at the village facility) before starting Year R. Their attainment on entry to the school, aged five, varies, but recently, overall is slightly above average. The headteacher is new to the school this term. He is the only full time teacher and is supported by six part time teachers. There are nine pupils on the special educational needs register. This is about average. However three pupils have formal statements under the terms of the DfES Code of Practice¹, which proportionally is above average. Eight children are known to be eligible for free school meals, which is below the national average. No pupils require extra support as a consequence of having English as an additional language. Last year eight more pupils joined the school other than at the start of Year R than left, and numbers continue to grow.

HOW GOOD THE SCHOOL IS

Widcombe-in-the-Moor Primary is a very good school where pupils and staff get on particularly well together in a family atmosphere. The school plays an important part in village life. Very good teaching helps pupils of all ages and abilities to achieve well, and standards are usually high. Good leadership and management over a period of years by head, staff and governors is being sustained and very effectively built upon by the new headteacher. There is a very strong commitment to continuing to raise and maintain standards, whilst taking good care of pupils. For less than average spending for a small school, Widcombe now gives good, and improved, value for money.

What the school does well

- The school very successfully promotes pupils' moral and social development. Relationships are excellent and pupils' attitudes are very positive. Pupils' behaviour is good and often very good. There is a strong family atmosphere.
- Very good teaching results in very good learning and usually high standards, with pupils achieving well.
- Provision for special educational needs is very good. The school takes good care of all pupils and makes good use of assessment to identify targets for improvement.
- The school continues to be well led and managed, and as a consequence presents a good curriculum and maintains its very good ethos.
- Links between school, home, and the community are very strong.

What could be improved

- The quantity and quality of accommodation could still be improved.
- Attendance rates are well below the national average.

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

¹ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress against the issues raised by the last report in 1997. Requirements are now met in geography and schemes of work now provide for skills to be systematically built upon. More able pupils are now better challenged, resulting in higher standards. Although there is still more to do in terms of multicultural opportunities, there is more consideration in planning of how pupils' cultural development can be enhanced in a range of subjects. Assessment and recording systems have been improved and are now good in English, mathematics and science, and for special educational needs. Resources have been systematically improved (especially for information and communication technology) through better use of funding and because governors are much more effectively involved in the running of the school. The school day was extended by 15 minutes for pupils in Years 3 to 6 to get closer to the national average. However, there is still more to do to review what time is available for teaching. Additional good progress has resulted from the effective introduction of National Strategies for Literacy and Numeracy. Developments to accommodation, for example in creating a clearly identified base for information and communication technology (ICT) teaching, improving the library, and adding a field for games, are having positive effects on learning. The good work of the previous head in moving the school forward has provided the basis for future development under the guidance of the newly appointed head. The school is judged very well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ³
	2000	2001	2002	2002
English	C	A*	A*	A*
Mathematics	B	A*	A	A*
Science	B	A*	B	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that standards for eleven year olds in 2002 were well above average. A* performance would put the school in the top five per cent of all primaries nationally. However with very small year groups (in 2002 there were only nine pupils in Year 6) care should be taken in interpreting statistics. Inspection evidence confirms that pupils' attainment is above average in English, mathematics and science at the end of Year 2 and that this performance is sustained in Years 3 to 5. Because the current Year 6 has nearly 50 per cent of pupils on the special educational needs register it is unlikely that standards will be much above average in 2003 when pupils leave the school. The school and the local education authority have been aware of this situation for some time and extra planning and support continues to ensure that pupils achieve well for their ability.

In a short inspection it is not possible nor intended to make detailed judgements about other subjects but it is clear that Foundation Stage⁴ children reach the Early Learning Goals⁵

² Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

³ Schools with more than 8 per cent but less than 20 per cent of pupils entitled to free school meals.

⁴ The Foundation Stage refers to children from entry up to and including age six when they complete the reception year.

expected of this age group, and that there are strengths, for example in ICT and history, throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are interested and enjoy school.
Behaviour, in and out of classrooms	Good with very good features in and out of class.
Personal development and relationships	Very good: pupils are encouraged to become mature and take responsibility. Relationships are judged excellent throughout.
Attendance	Unsatisfactory being well below the national profile. The very rural nature of the area is sometimes responsible for pupils' absence. However, too many holidays are being taken during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 overall quality of teaching is very good with occasionally excellent features. This is fundamental to the very good quality of pupils' learning. All staff who normally teach on the two days of the inspection were observed unannounced on more than one occasion. All but one of the 14 lessons observed were at least good with over three-fifths very good, and two sessions excellent (Year R, 1 and 2 music; and Year 3 and 4 literacy). No lessons were unsatisfactory. Strengths in teaching are in planning which clearly identifies learning objectives, well communicated to pupils; very good questioning; excellent relationships; very good pupil management; and high expectations. Evidence from samples of pupils' work together with lesson observations, show literacy, numeracy, science and ICT are well taught and that special educational needs and higher attaining pupils are well catered for. Staff manage mixed age classes effectively and are good at providing work at different ability levels, particularly extending opportunities to encourage more able pupils. Year R children are given an appropriate range of opportunities to learn through play. Learning support assistants work very well as part of a very good team with teachers and make a significant contribution to the quality of teaching.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broad and balanced despite some restrictions resulting from limited accommodation. Good provision for the Foundation Stage, and much improved subject planning.
Provision for pupils with special educational needs	Very good: well planned as a result of good identification of needs through assessment. Learning support assistants make a strong contribution.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: strengths in very good moral, social and local cultural opportunities. More to do to raise spiritual and multicultural awareness where resources and planning are in need of improvement. Not all assemblies fully meet requirements as acts of collective worship.
How well the school cares for its pupils	Good: the school takes effective care of pupils. Through assessment, the school sets targets for pupils' academic development. Staff training for child protection needs updating and some health and safety checks have yet to be carried out.

The school has very good links with parents and the local community and its reputation has grown over the past four years to the point where the school is effectively full. Parents and friends are very supportive and raise considerable funds for the school each year.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management since the last inspection are being built upon very effectively by the new head to confirm the school's educational direction. All staff make a good contribution to management with notable strengths in numeracy and ICT.
How well the governors fulfil their responsibilities	Very good and much improved: governors are very clear of their responsibilities and support the school very effectively. However, some health and safety checks require further attention.
The school's evaluation of its performance	Very good: co-ordinators and governors use assessment information well to identify areas for improvement.
The strategic use of resources	Finance is managed very effectively to support the curriculum, with very good effects on staffing and improvements to resources. The administrative officer makes a very positive contribution to school management. Although space is at a premium it is being used well. Some aspects of site management need improving.

With improved standards and provision for less than average costs for this size school, Widecombe-in-the-Moor Primary now gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • The school is well led and managed. • It is approachable. • Their children like school. • Children are helped to become mature. 	<ul style="list-style-type: none"> • There were very few negative comments, but some parents expressed their views about homework, and queried pupils' progress.

Fifty-three parents returned the Ofsted questionnaire and 17 attended a meeting with the registered inspector prior to the inspection. Proportionally these constitute high levels of return. A further six parents met with the lay inspector during the inspection. Most views expressed were very positive, especially about the school's caring, family ethos. Inspectors are pleased to support these sentiments. Arrangements for homework are judged at least satisfactory. Homework is used effectively to enhance the curriculum. It is clear that there is a strong partnership between the school and parents, although a few parents are still confused about arrangements for homework. The school continues to look at ways of overcoming this. Parents are pleased with the quality of annual reports and inspectors agree that these are of good quality.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'The school very successfully promotes pupils' moral and social development. Relationships are excellent and pupils' attitudes are very positive. Pupils' behaviour is good and often very good. There is a strong family atmosphere.'

1. Parents report that their children like attending Widecombe and that the school's size and organisation encourage relationships and consideration for other people. Inspectors confirm that the school has a very good ethos. Relationships are excellent throughout on all levels and the 'family atmosphere' that the school sets out to foster is certainly achieved. This has significant effects on pupils' learning.

2. It was clear in all lessons observed and at other times around the school, that pupils' attitudes are very good. Even on the very few occasions when work was not especially stimulating: for example in a games lesson on the field in extremely cold conditions, pupils listened effectively and followed instructions.

3. Throughout, attitudes show that pupils want to do well. Pupils are usually very keen and interested in their work. Good examples include:

- A Year R, 1 and 2 numeracy lesson, where pupils listened very well and worked very effectively together to estimate addition and subtraction before enthusiastically testing their answers using beads and string;
- An excellent response to excellent Year 3 and 4 literacy teaching. Pupils of all abilities rose to the high levels of challenge and expectations and made particularly good progress in poetry writing to create spells and recipes;
- Very good quality discussion about strategies which arose from a weekly spelling test in Year 5 and 6. Pupils clearly enjoyed experimenting with vocabulary and showed sensitivity in talking about the emotive issue of animal extinction.

4. Such work makes a very positive contribution to pupils' personal development. Pupils demonstrate that they are considerate and can be tolerant. It is clear that staff plan for, and encourage, pupils to become mature and take responsibility. Provision for moral and social development is very good and results in children knowing right from wrong, and working very effectively with others, even those they might not naturally have chosen as partners.

5. Pupils' behaviour is formally judged as 'good, with very good features'. At no time did it fall below what is acceptable, and in the vast majority of cases standards were good. In the best lessons behaviour was very good and on a variety of occasions excellent.

6. Pupils respond well to being listened to and treated with respect. There is a high level of trust and mutual consideration between pupils and staff. Pupils' opinions matter, whether through the formal opportunity created in the school council meetings, or simply as part of class discussions, pupils are expected to use their literacy skills to communicate and to value other people's views.

7. Evidence in pupils' workbooks, very good displays of work, and in class and school-created books, shows that pupils care about presentation and detail, and that their work matters to them. Examples in Year 5 and 6 Tudor portraits and Year 3 and 4 drawings from life illustrate that skills of observation are used very effectively, with time and trouble taken to perfect finished articles. Year R, 1 and 2 patterns and ceramic plates in the style of Clarice Cliff are of especially good quality; as is the school's heartrending anthology of pupils' poems and drawings about life on the Moor during the foot and mouth crisis.

'Very good teaching results in very good learning and usually high standards, with pupils achieving well.'

8. A combination of direct observation, scrutiny of planning, a review of standards and sampling of pupils' work past and present, makes it possible to judge that the quality of teaching is very good throughout the school. Parents and governors are rightfully confident in staff, because both teachers and support assistants contribute very effectively to the success of provision which results in pupils' very good learning.

9. During the inspection fourteen lessons were observed unannounced and all teachers normally working on those two days were seen teaching on more than one occasion. No lessons were unsatisfactory and all but one lesson was at least good. An impressive three out of every five lessons were very good or better with two lessons, (Year R, 1 and 2 music; and Year 3 and 4 literacy) excellent. A review of pupils' work shows that teaching is usually this good across the full range of required subjects.

10. Highlights of teaching are in:

- Very good questioning which requires pupils to answer on the basis of evaluation to give their opinion: for example in a Year 3 and 4 history lesson the teacher asked pupils, "Why do you think theatres are safer now than in Tudor times?" Pupils' responses were excellent, well considered and confirmed learning was very good;
- Excellent relationships: for example in a Year 1 and 2 'extra literacy' withdrawal session led by a learning support assistant pupils were clearly confident that they need not be afraid to make mistakes and learnt more effectively because of it;
- Very good marking: for example comments in science books for Years 3 to 6 give not only encouragement, but indicate how pupils can improve;
- Good quality planning where learning objectives are made very clear and then well communicated to pupils, particularly at the start and end of lessons, to confirm why work is being undertaken. The success of this was obvious in many sessions with a very good example being in Year 5 and 6 circle time where the teacher very skilfully challenged pupils' opinions of themselves in activities designed to raise confidence levels in subjects that 'We don't think we are good in';
- High expectations and very good pupil management: for example in a Year 1 and 2 ICT lesson the teacher was very clearly aware of what pupils should know from their previous experience and prompted, rather than 'spoonfed' them, to reach higher level computer skills. She organised the class and used the data projector very effectively and as a result pupils made very good progress.

11. Throughout the school pupils do well for their ages and abilities. Year R children are all on line to achieve all the Early Learning Goals prescribed for the Foundation Stage with notable strengths in communication, language and literacy skills.

12. By the end of Year 2 pupils are above nationally expected levels notably in reading, writing, mathematics and science. Results over time show marked improvement since 1999 and that the school is doing well against similar schools.

13. At the end of Year 6 in 2002 standards were very high in English and mathematics against similar schools indicating that the school was in the top five per cent of schools nationally for English. Results were well above average for similar schools in science. Although care is needed when interpreting statistics where small year groups are concerned (there were nine pupils in Year 6) this still indicates that the school did well. Over the four year period results have improved substantially. Most notable successes were in the performance of higher attainers who all reached above average levels and in that nearly all pupils with special educational needs have managed to attain at least national average levels.

14. Analysis of results of Year 6 compared with when these pupils were in Year 2 shows excellent progress has been made. Inspection evidence confirms that pupils in all years continue to achieve well and that standards in English, mathematics and science are above average, and in many cases well above, in Years 1 to 5. In the current Year 6 nearly half of the pupils are on the special educational needs register and this is likely to have a restricting effect on levels attained in the National Curriculum assessments. Appreciation of this by the school and the local education authority is reflected in much lower, realistic targets for English and mathematics test results in 2003. However, pupils can still be said to be making good progress and achieving well.

15. Observation shows that literacy and numeracy are consistently well taught throughout the school, with particular success in pupils' writing. It is difficult to collect sufficient evidence in a short inspection to validate judgements in other areas, but it is clear that there are strengths in ICT, history and science with very positive effects on pupils' learning, progress and achievement. Inspectors note that the contribution of learning support assistants to the quality of teaching and learning is very positive.

'Provision for special educational needs is very good. The school takes good care of all pupils and makes good use of assessment to identify targets for improvement.'

16. The last inspection reported that special educational needs were managed satisfactorily, but that some targets of pupils' individual education plans 'lacked clarity'. Considerable improvements have resulted in provision now being judged very good. The now very good quality of assessment procedures and the careful analysis and interpretation of results throughout the school, particularly in English, mathematics, science and most recently in ICT, means that needs are identified promptly. Evaluation of trends over time leads to improvements to curriculum planning, whilst scrutiny of individuals' performance is used as the basis of target setting to show how pupils can improve.

17. Skilful use of staff and resources enables pupils of all abilities, but especially those with special educational needs and higher attainers, to achieve well. Learning objectives are well communicated to staff and pupils, and in the case of those pupils on the special educational needs register, to parents.

18. Individual education plans have clear targets and specify timescales and success criteria to gauge progress. Plans show what resources are needed, which programmes need to be followed, and how staff are expected to support pupils. The process is very effectively managed by the special educational needs co-ordinator and its success is guaranteed by the very good contribution of the above average number of learning support assistants working very closely with teachers and pupils. As with everything in this school, the excellent quality of relationships and co-operation plays a significant part. There is a very good balance between the physical care of pupils and support for their academic development.

19. The requirements of the Code of Practice are fully met and more than the designated budget for special educational needs is spent annually to maintain extra support. The governor with responsibility for special needs acts very effectively as a critical friend to the special educational needs co-ordinator and head, and ensures that the governing body is aware of the success of provision and financial implications.

20. The school sets out to ensure that all pupils regardless of ability have equality of opportunity. All pupils are included in all activities (although some pupils involved in the well taught extra literacy support groups frequently miss collective acts of worship), and staff make a conscious effort to plan work at different levels. Because teachers know pupils well this planning is effectively delivered and as a result pupils achieve well. For example in a Year

5 and 6 literacy lesson the teacher used alternative forms of questioning to encourage pupils of different capabilities to develop their creative 'fantasy' writing. Pupils responded very well and the quality of writing was much improved.

21. There are positive intentions, evident in school policy and subject action plans, to develop assessment opportunities in all areas of the curriculum. This bodes well for continued development.

'The school continues to be well led and managed, and as a consequence presents a good curriculum and maintains its very good ethos.'

22. The school's good progress since the last inspection is a testament to the work of staff and governors and of the previous headteacher. The newly appointed head is proving very effective in building upon this. He has already carried out a detailed review of the school's strengths and relative weaknesses, and constructed a very good development plan to ensure the school's educational direction.

23. The head demonstrates very good leadership and capitalises on the excellent relationships throughout the staff in maintaining a very effective team. He is very well supported by the governors who are very supportive of the school and are keen in their monitoring of the curriculum. With the very good involvement of the administrative officer finances are efficiently run and excellent use is made of the governors' 'extra' trust fund to support the school. With high standards resulting from good provision (especially very good teaching) for below average spending, the school has improved its value for money from satisfactory to good.

24. Each member of the teaching staff except the head is part time. This means there are twice the number of teachers that a three class school normally would expect. Each holds responsibility for at least one aspect of the curriculum and school policy. Teachers' contributions to the management of the school are good, with mathematics and ICT being particularly effective. Well developed monitoring of planning and standards ensures that requirements are met and that the curriculum is broad, relevant and balanced. This represents good improvement since the last report.

25. There is a strong commitment from everyone at the school to raising and maintaining standards, both in terms of pupils' personal as well as academic development. Together with excellent relationships this gives rise to Widecombe's very good ethos and has very positive effects on the quality of learning.

26. All parents of the high return to the Ofsted questionnaire who expressed a preference thought that the school is well led and managed and at the same time noted that their children like school. Parents' written comments and those expressed at meetings with inspectors were very positive about the management of the school, especially of behaviour and the way in which responsibility and maturity are encouraged. Evidence from the inspection supports these views and further indicates that pupils are given plenty of opportunities to show independence, speculate and test their ideas. For example in science Years 3 to 6 pupils are developing their own hypotheses and devising fair tests to try them.

27. The school is aware of some areas regarding policy and monitoring still in need of improvement: for example in establishing a policy for the restraint of pupils, and more rigorously ensuring aspects of health and safety. However, on the basis of policies and procedures already in place, or currently under review, and the quality of its personnel and management structures, the school is judged very well placed for future development.

‘Links between school, home, and the community are very strong.’

28. Inspection evidence confirms the views of parents and ‘friends’ from the local community that the school is very approachable and at the centre of much of village life. For example the school (staff, governors and parents) takes a leading role in organising and manning the very traditional annual Widecombe Fair. Such events, as well as being fun and very successful in enhancing cultural development, encourage pupils to think of others. This is much appreciated by parents as part of the school’s caring, family ethos.

29. Parents respond particularly well to the school; regularly raising large amounts of money; funding and maintaining the swimming pool; helping in school and on trips; and as part of a very active parents and friends association. A high 74 per cent return of Ofsted questionnaires prior to the inspection and 17 parents representing more than a quarter of all children at the school are examples of strong parental support for Widecombe.

30. The school works effectively to keep parents informed. For example:

- Through comprehensive annual reports on pupils’ work and performance. These are well received by parents and judged as very good by inspectors;
- Information evenings to explain new curriculum initiatives and school practice.

31. The school has recently begun to canvas parents’ opinions through its own questionnaire with a view to further improving communications. The new headteacher and the governors (many of whom are parents and ex-parents; and all of whom live in the local community) are keen to develop further links with parents and friends and maintain the school’s position at the heart of village life.

32. Links with other schools feature: excellent communication with the village pre-school group (which many children attend prior to joining Widecombe); participation in sporting events with other schools; in curriculum initiatives (two members of Widecombe staff are lead teachers for the local education authority in mathematics and ICT); and most recently as part of a Networked Learning Community together with other primaries, secondaries and colleges.

WHAT COULD BE IMPROVED

‘The quantity and quality of accommodation could still be improved.’

33. With nearly twice as many pupils on roll as at the time of the last inspection the school is effectively full. The prospective number for Year R in September 2003 (children already in the village playgroup) of fourteen exceeds the school’s official standard number by four. Should this continue, by the time these children reach the end of Year 6 there would be yet another 28 on roll. This does not take into account any children who may join between Year R and Year 6. As in the past year eleven children came into this category, there is potential for rapid growth. Such a substantial rise in numbers would not be feasible in the current accommodation. Governors are aware that there is a need to work with the local education authority to explore the possibility of increasing accommodation, and in the short term, to review the school’s admission policy to limit pupil intake.

34. Although present accommodation is judged adequate with some obvious advantages of having a swimming pool, the absence of a hall severely restricts physical education activities, especially for gymnastics, and inevitably negatively affects pupils’ learning; as well making it difficult for lunchtime arrangements, and pupils, staff and parents to meet together both for assemblies and to celebrate pupils’ work.

35. The ageing nature of the building gives cause for concern: for example with ill-fitting windows often leaving rooms cold. Notable improvements, recently carried out, are in renovating toilets, installing a new boiler, creating an ICT suite, redecorating the library and developing a dedicated outdoor area for the Foundation Stage. The exterior of the 1930s building has been partly repainted, but down pipes and woodwork are in need of attention, as is the surface of the playground.

36. Some aspects of health and safety were brought to the governors' attention by inspectors, notably regarding: child protection issues, fire regulations, the cleanliness and condition of the school house, and the general untidy (and in some cases unsafe) state of the grounds.

37. To the staff's credit good use is made of inside space and the quality of classroom display is very good. However, more rigorous monitoring of external areas is needed to maintain standards and complement the school's overall very good profile.

'Attendance rates are well below the national average.'

38. The school's level of authorised absence is far worse than the national average. The wide and very rural nature of the catchment plays some part in this, with associated transport and weather problems. However, a significant factor in the school's low attendance figures is a result of a large number of family holidays taken in term time.

39. Although since the last inspection the school day has been extended for Years 3 to 6, teaching time now available is still 35 minutes per week below the national average. Throughout the school year of 38 weeks this accounts for over 22 hours which is almost equivalent to a whole school week. Those pupils who are away for significant periods are likely to be disadvantaged, given that there is no time to repeat elements of the National Curriculum they may miss. In the circumstances, the school has done well to reach high standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. In order to further improve the school, governors, head and staff should seek to:

- **Improve** the quality and quantity of accommodation by:
 - Exploring with the local education authority ways to develop facilities to match the rising numbers of pupils on roll;
 - More rigorously monitoring issues of site organisation and maintenance.

- **Raise**, as intended, attendance rates towards the national average.

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

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	4	1	0	0	0
Percentage	14	50	29	7	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 seven 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)

74

Number of full-time pupils known to be eligible for free school meals

8

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

3

Number of pupils on the school's special educational needs register

9

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

3

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Results of National Curriculum assessments for seven and eleven year olds are not included as year groups were smaller than ten in 2002.

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
60	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
12	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	20.6
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	78

Financial information

Financial year	2001/2
	£
Total income	157435
Total expenditure	145358
Expenditure per pupil	2047
Balance brought forward from previous year	11572
Balance carried forward to next year	12077

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.4
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	72
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	64	26	9	0	0
Behaviour in the school is good.	53	38	6	0	4
My child gets the right amount of work to do at home.	42	45	11	0	2
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	62	36	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	66	28	4	0	2
The school works closely with parents.	70	28	2	0	0
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	66	32	0	0	2
The school provides an interesting range of activities outside lessons.	66	28	6	0	0

Due to rounding percentages do not total 100.