

INSPECTION REPORT

**MARY TAVY AND BRENTOR COMMUNITY
PRIMARY SCHOOL**

Tavistock

LEA area: Devon

Unique reference number: 113264

Headteacher: Mrs Nicky James

Reporting inspector: David Welsh
10992

Date of inspection: 3 - 5 March 2003

Inspection number: 247336

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Mary Tavy Tavistock Devon
Postcode:	PL19 9PR
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Appropriate authority:	Governing body
Name of Chair of Governors:	Mrs P Scannell
Date of previous inspection:	2 - 6 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 60 boys and girls from four to eleven in three classes. Nine children of Reception age attend Class 1 with pupils from Years 1, 2 and 3. The school is situated in the village of Mary Tavy and serves local villages, hamlets and outlying farms and cottages. Approximately thirty per cent of the children are transported by bus and eight per cent by taxi. Twelve per cent of pupils are eligible for free school meals. There are no pupils whose mother tongue is believed not to be English. Ten per cent of pupils are on the register for special educational needs, a proportion below the national average. Nearly two per cent of pupils have a Statement of Special Educational Needs. The main category of special educational need is moderate learning difficulties. Mobility of pupils is about average when compared to most schools. Attainment on entry varies from year to year but, generally, is in line with the national average. The range of ability covers the whole spectrum.

HOW GOOD THE SCHOOL IS

This is a good school, which does well by its pupils, whatever their background or individual needs. It is improving as a result of the effective leadership provided by the headteacher and governing body. Management is good. Because teaching is good overall and particularly effective in Years 5 and 6, pupils make good progress, reaching at least the standards expected of eleven-year-olds by the time they leave. A few, a significant proportion, attain higher levels. The climate for learning is good and leads to high standards of behaviour and enthusiastic attitudes to learning. The school uses its resources well in helping pupils to learn. It gives good value for money.

What the school does well

- Pupils make good progress by the end of Year 6.
- The range of extra-curricular activities is very good and helps pupils to attain standards above those expected by the end of Year 6 in games and music.
- Teaching is very good in Years 5 and 6.
- Pupils are keen to attend school and their behaviour is very good.
- The headteacher has won the support of staff, governors, parents and pupils through her leadership and management of the school.
- Close attention is given to pupils' individual needs.
- The school is very successful in fostering pupils' social and moral development.
- The school encourages parents to be closely involved in their children's learning at school and at home.

What could be improved

- Pupils are not achieving as much as they could by the age of five (identified by the school).

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. Progress has been good since the appointment of the current headteacher in January 2002. Although the school has now resolved most of the key issues identified in the last inspection, there is still a need to review the curriculum at the Foundation Stage. The school has made strides in its provision for information and communication technology. Teachers have taken responsibility as subject co-ordinators. Staff meetings are now held regularly for professional discussions. The appraisal of teachers is used for their professional development and to support priorities identified in the school development plan. Communication with parents is much better. The school has identified further improvements and is well placed to bring these about.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2001	2001	2002	2002
English	B	C	A	B
Mathematics	C	E	B	D
Science	A	C	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The evidence from the inspection confirms that pupils achieve well in relation to their attainment on entry. Pupils make sound progress in Years 1 and 2 and good progress in Years 3 and 4 and they progress rapidly in Years 5 and 6. Reception age children make sound progress towards many of the Early Learning Goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, physical development and creative development. However, there are weaknesses in each of the areas of learning except mathematics.

National Curriculum test results for Year 6 in 2002 are shown in the table above. These were well above average for all schools nationally in English, above average in mathematics and average in science. However, as each pupil in the year group is the equivalent of nearly nine per cent, too much must not be read into these comparisons. Almost all pupils attained the expected level in English, mathematics and science. A few, a significant proportion, attained the higher level.

Since the appointment of the current headteacher, the school has analysed its results carefully to see whether any groups are doing less well than others or whether there are any areas of weakness within subjects. As a result of this, the school is to continue to focus on writing. Targets have been set to raise the number of pupils attaining the higher Level 3 in Year 2. Since the last inspection, overall results in the tests for eleven-year-olds have risen broadly in line with the national trend. The school has generally attained the challenging annual targets for the percentage of pupils reaching Level 4 in English and mathematics.

Pupils do not do as well for their age in National Curriculum tests at the end of Year 2. However, results over the past four years have been affected by the absence of the class teacher for a long period of time. Pupils were taught by a succession of temporary teachers with little or no support from another adult. Despite these circumstances, in 2002, nearly all pupils attained the expected level in reading, writing and mathematics. They develop positive attitudes to learning. The school is seeking to improve attainment by the end of Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and they are very keen to attend extra-curricular activities. There have been no recent exclusions.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They know the school rules and understand what is expected of them.

Personal development and relationships	Relationships are very good throughout the school. Teachers are good role models. Pupils are kind to one another and they welcome newcomers. They are keen to take responsibility and the school is planning for them to have more opportunities to develop initiative.
Attendance	Attendance is above the national average and pupils arrive on time.

TEACHING AND LEARNING

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

In the lessons observed at the Foundation Stage, teaching was of high quality and the children made good progress. The teacher and learning support assistant work very well together to support pupils' learning during lessons. However, teaching is judged satisfactory overall because children do not have sufficient opportunities to progress towards all the Early Learning Goals.

Pupils learn well in Years 1 to 4 because of the high quality teaching the school provides. They learn very well in Years 5 and 6 because of the very high quality teaching. They are well taught across the curriculum and there is some exceptional teaching in Japanese.

Teachers manage their classes well and have a very good rapport with all their pupils. They use a range of teaching methods to help pupils learn. Teachers are skilled at keeping pupils of all abilities interested and involved. They explain points effectively, Teachers foster speaking and listening skills. They encourage pupils to think and to put their ideas into words, sharing their own enthusiasm. Pupils, including those with special educational needs, benefit from frequent opportunities to talk about their work. Teachers in Years 5 and 6 know their pupils very well and use this knowledge to plan challenging tasks in future lessons.

Numeracy skills are taught effectively in mathematics and some other lessons. Pupils become skilled in calculating mentally. Literacy is well taught in English and other lessons. Key vocabulary is identified in all areas of the curriculum. Pupils' special educational needs are well understood and taken into account in the planning of work.

Teachers generally have good subject expertise across the curriculum, enabling pupils to make good progress in all subjects. Their confidence in teaching information and communication technology is developing well and this is having a positive effect on pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum at the Foundation Stage is not sufficiently based upon the Early Learning Goals. In Years 1 to 6, the curriculum is broad and balanced. Lunchtime activities, after school clubs and educational visits broaden the range of opportunities for pupils, particularly in music and physical education.
Provision for pupils with special educational needs	Pupils' special educational needs are carefully identified. Plans of action are well devised and regularly reviewed. Teachers liaise closely with parents.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The school helps all pupils to develop as well-rounded people. Pupils learn to distinguish between right and wrong. They are encouraged to develop social skills that will enable them to contribute as responsible members of the wider community. Spiritual development is fostered well in lessons at the Foundation Stage and in Years 1 and 2.
How well the school cares for its pupils	The staff provide a high quality of care for all pupils, attending closely to their health, welfare and academic progress. Pupils have a very good understanding of what they need to do to progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has injected a vitality into the life of the school. She has a clear vision of how pupils can be helped to succeed and, as a class teacher, she sets an example to others. Management is good. Other staff are new to the role of co-ordinating subjects and aspects of the school's work but they are increasingly effective.
How well the governors fulfil their responsibilities	Governors have a clear understanding of their responsibilities and they carry them out well. They take a keen interest in all aspects of the school's work.
The school's evaluation of its performance	The school analyses its results and reviews the way it works in order to build on what it does well and to pursue improvement. Action plans focus on what should be done but are less clear about how the impact on achievement will be measured or monitored.
The strategic use of resources	The school has made good use of its resources, pursuing best value in its spending decisions. Although the school's expenditure per pupil is high, it gives good value for money.

Attainment in gymnastics and dance is not as high as that normally expected of pupils in Year 6 because the indoor accommodation for physical education is too small to enable pupils to move about freely. Children do not make enough progress at the Foundation Stage in their physical and creative development because there are not enough 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. • Behaviour in the school is good. • Teaching is good. • The school is well led and managed. • Their children are making good progress in school. • They feel comfortable about approaching the school with questions or a problem. • The school expects children to work hard to achieve their best. • The school works closely with parents. 	<ul style="list-style-type: none"> • Children do not get the right amount of homework.

Parents are very pleased with the school and the inspection team found their confidence to be well justified.

Some parents would like to see more work brought home, whilst others would like less. The school has a policy for homework that is clearly stated to parents and is in line with that recommended by the Department for Education and Skills.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress by the end of Year 6

1. Children start school with attainment close to the national average. By the time they leave, most pupils attain standards in line with those expected nationally in English, mathematics and science. A few pupils, which is a significant proportion, attain levels above the national average in these subjects. The school adds significant value and many aspects of provision contribute to this.
2. Relationships between staff and pupils are strong throughout the school and pupils are encouraged to concentrate and try hard. They respond well, having very positive attitudes to learning. Teaching becomes more challenging as pupils reach Years 5 and 6. For example, when making a container, one pupil's container lost its balance. The teacher pointed out other items around the room such as a chair and a bottle holder and asked the pupil what he noticed about the supports, with questions such as, 'What do you notice?' and then to help further, 'Are they evenly spaced?' 'Are they the same length?'
3. The school uses its resources to good effect in pursuing high standards. The children in Reception are supported well by a learning support assistant. Since September 2002, she has been appointed full-time to work with the teacher in Class 1, where there are children who are under five as well as pupils in Years 1, 2 and 3. This is having a positive impact upon children's learning. It is also helpful in allowing the teacher to largely focus on the teaching and learning of pupils in Years 1, 2 and 3, to good effect. Older pupils who are falling short of the expectation for their age are helped to catch up in a 'Booster' group. The school has recently taken delivery of several computers, which are set up in the learning resources room. Under the guidance of their teachers, pupils in all year groups are using these effectively to develop skills in information and communication technology, as well as to enhance learning in subjects. For example, when pupils in Year 5 learn Japanese, they use the computers to help them speed up their recognition of letters.
4. Pupils throughout the school are helped to succeed by being given targets to aim for. Teachers help pupils to identify these and take account of them in their teaching. Pupils in Years 5 and 6 are particularly well helped by some very detailed marking in English. For example, when pupils complete the modern retelling of "Macbeth", they are informed of the teacher's assessment of their grammar, the purpose and organisation of their writing, the style, handwriting, spelling and any targets for improvement. Pupils find this very helpful and it has led to considerable improvement in pupils' work.
5. Almost all pupils make at least two levels of progress in English, mathematics and science between the end of Year 2 and Year 6. A significant number achieve better than this by making three levels of progress. Very few pupils do not attain the levels expected of eleven-year-olds, including those who transfer into the school at times other than at the age of four.
6. Pupils achieve particularly well in swimming. School records show that by the end of Year 6 in the Year 2002, all pupils aged eleven were able to swim the required 25 metres in a recognised stroke. In addition, seven pupils attained the Personal Survival Award, an achievement well above that found in most schools. Pupils are on track to achieve similarly in this academic year.

The range of extra-curricular activities is very good and helps pupils to attain standards above those expected by the end of Year 6 in games and music

7. The school currently has a very good programme of extra-curricular activities. Six of the activities occur throughout the year. These include chess, sewing and learning musical instruments: recorders, guitar, piano and keyboard. During the autumn and spring terms, pupils join in cross-

- country, tag rugby, football and netball. The school has plans to add a further activity in the summer term, possibly rounders.
8. Pupils are very keen to join these activities and regularly attend. The youngest pupils from Years 1 and 2 are welcomed into the sewing club and musical activities, such as tuition in recorders, keyboard and piano. Currently, eight of the younger pupils attend these activities. The sporting activities are very popular with the older pupils and as many as twenty attend cross-country. Nearly as many attend football, tag rugby and netball.
 9. The activities are led by parents, teachers and friends of the school. Which activity they lead depends upon their interest and expertise. Pupils engaged in learning a musical instrument are taught to read a score. They also learn many of the musical expressions and can use this information effectively in their lessons. Some pupils have passed national examinations in their instrument. Nearly a third of the pupils are engaged in these activities and they attain standards above those expected for their age.
 10. Pupils are taught skills related to the games they are playing. They practise these skills and use them effectively when they play games against other schools. The tag rugby team has been particularly successful, having won the county small schools' competition. The cross-country and football teams have also been very successful in inter-school competitions. The continuing practice ensures that pupils achieve well and attain standards above those expected for their ages.

Teaching is very good in Years 5 and 6

11. Teaching is generally good throughout the school. It is particularly effective in Years 5 and 6 where the pupils are taught by a number of teachers, some of whom have specific expertise, such as English, science, French and Japanese. This is a major strength and parents are aware of this and so are the pupils. It is a significant factor in helping pupils to achieve well.
12. Teachers manage their classes very well. They are friendly and authoritative, encouraging and demanding. They share their enthusiasm for the subject with the pupils. They make good use of time; for example, when pupils were asked to complete four sentences concerning nutrition in five minutes. Relationships are excellent and pupils confidently answer and ask questions.
13. There is excellent teaching in Japanese. Pupils were taken rapidly through a sequence of activities that were varied to keep the pupils involved and attentive. Explanations and instructions were very clear. Three Japanese students helped the teacher. They used excellent strategies. For example, role-play was used to encourage pupils to greet one another speaking in Japanese. Competition was used in the form of a game when the pupils were challenged to 'beat' the teacher. The teacher showed the pupils five pictures, one at a time, and spoke the Japanese word that accompanied them. They depicted morning, afternoon, night, hello and goodbye. The pupils were asked to say the word if the teacher described the picture correctly and to remain quiet if the teacher used the wrong word. The pupils won and did not make one error. Pupils were praised for their achievements and this excited and encouraged them to attempt the tasks set during the remainder of the lesson. Computers were also used to capture pupils' interest when they raced against the clock to identify correctly Japanese letters.
14. Teachers effectively use a range of strategies to promote learning. Practical skills are valued, as shown when pupils designed their containers in art and design and, in science, when a group of pupils studying nutrition had to place the organs in the correct positions on a 'body'. Information and communication technology is used most effectively to inform pupils, such as when pupils were given a number of facts relating to nutrition. Teachers use drama to help emphasise the point they wish to make, such as when discussing equality in assembly. The teacher acted out the role of a person who 'felt she was the most important person there', which was so out of character that all the pupils sat up and took notice. Teachers encourage pupils to think and to put their ideas into words, sharing their own enthusiasm. This was evident when pupils talked about an extract from 'The Silver Sword' and described certain words as 'connectives' and then elaborated by describing those that were 'conditionals'.

15. Emphasis is placed on the correct vocabulary in all lessons. For example, the teacher introduced 'protein', 'carbohydrate', 'fat', 'fibre' and 'sodium' when discussing nutrition and asked pupils to repeat the words in order that they might remember them. Numeracy skills are practised, such as when pupils are asked to calculate the number of calories eaten in a day if 25 bananas, each containing 100 calories, are eaten.
16. Teaching is interesting and imaginative and holds pupils' attention. Questioning is used effectively to ensure that pupils understand. For example, in a physical education lesson, pupils were asked what had they done the previous week. They were challenged to state what they remembered about the rules for moving apparatus, to ensure their safety. They were also asked to observe others at work and to comment on the quality of the movement, which they did with empathy. The use of discussion and questioning fosters speaking and listening skills and thoughtful enquiry by pupils.

Pupils are keen to attend school and their behaviour is very good

17. Pupils enjoy coming to school. Attendance is above the national average and there has been no unauthorised absence in the past two years. Pupils arrive punctually and lessons start promptly. In lessons, pupils concentrate well and listen carefully to their teachers. They are keen to answer questions from the teachers and to join in class discussions. They confidently ask questions of teachers too, to extend their knowledge and understanding. They conscientiously complete their homework and they are enthusiastic to attend extra-curricular activities. In some activities, nearly a third of the pupils in the school participate.
18. Pupils behave very well. They adhere to the school rules, which are emphasised from the moment children enter the school. Good routines are established in the Reception year and these quickly become well known by all. There have been no recent exclusions. By Years 5 and 6, teachers rarely have to correct pupils. Pupils understand what is expected of them, such as no calling out and that those pupils wishing to speak should raise their hand. This ensures that time is not wasted and that lessons proceed without interruption.
19. Without any fuss and with little direction from the teachers, pupils move around the small school in an orderly manner. They are mindful of others when they attend assemblies, move to the learning resources room or head for the playground at lunch and break-times. They are considerate of one another. Relationships are very good, with the older pupils having concern for the welfare of the younger children.
20. Parents report that pupils have established a very good reputation for their behaviour when they are away from school on educational visits or participating in sporting activities. This is largely due to the high expectations of staff, who make it clear to pupils that they represent the school. Pupils have a strong sense of pride in the school, recognising that teachers, parents and other friends in the local community work hard on their behalf and that each pupil has a part to play in making the school a good place to be.
21. The school's purposefulness, consistency and teamwork contribute to high standards of behaviour, thus allowing teaching and learning to flourish.

The headteacher has won the support of staff, governors, parents and pupils through her leadership and management of the school

22. Since her appointment in January 2002, the headteacher, with the help of staff, governors, parents and pupils, has carried out a review of the school's work. As a result, she identified the need for significant improvements in a number of areas and devised a programme, the school development plan, to bring these about. Amongst these were issues related to the previous inspection, which had not been addressed adequately.

23. Teaching staff have been appointed as subject co-ordinators and given appropriate levels of responsibility for developing and improving areas of the curriculum. Weekly staff meetings have been introduced to enable frank professional discussion and to share professional expertise. This has resulted in the sharing of working practices, such as lesson planning and higher expectations of pupils' behaviour. Teacher appraisal has been introduced through performance management. Teachers' targets are related to the school's priorities as well as providing professional development for individuals. Teachers speak highly of the headteacher's impact on the school and confirm that staff morale has increased substantially since her appointment. Lesson observations have taken place with a view to sharing findings so that all can benefit from the best practice.
24. Governors are carrying out their statutory duties effectively and have been encouraged to do so by the headteacher. The aims of the school have been reviewed and are the basis for determining the school's development plan. Governors have a good understanding of the school's strengths and weaknesses. They have been effectively involved in identifying the school's priorities for development and are taking a keen interest in the progress being made. The Chair of Governors, in particular, is a very regular visitor to the school. Governors, particularly those with a keen interest and responsibility for special educational needs, literacy and numeracy, have made regular visits to the school and have written reports for their colleagues on what they have seen in classrooms. Together with reports from the headteacher each term and regular newsletters, this has kept all governors well informed.
25. Parents have expressed their pleasure at the improvement in communications between the school and home. Newsletters are regularly sent home to keep parents well informed about matters that affect their children; for example, extra-curricular activities that are starting up and events run for charities in which their children are involved. In addition to the annual Carol Service held in a local church, the school celebrated harvest in a different ecclesiastical building, to which parents, families and members of the local community were invited. The format of annual reports to parents has been improved, giving them clearer information on how well their children are progressing.
26. Year 6 pupils state that they have been pleased at the appointment of the headteacher. They have been delighted by the opportunities to take additional responsibility. They are given general tasks around the school as well as specific ones; for example, at lunchtimes, to help the younger pupils to open their crisp packets and to cut up their food because they find this so difficult. All pupils in Years 5 and 6 are given a fair share of these responsibilities. Behaviour has improved considerably because 'no one is allowed to be nasty anymore'. Extra-curricular activities have increased substantially and, each term, pupils write three targets to be attained by the end of that period of time. Although there is no School Council yet, pupils are consulted about school matters and they have been involved in initiatives, such as building a target for younger pupils at which to kick or throw balls. They are pleased that a suite of computers is now available for use. Pupils use these in addition to those in their classrooms, across most subjects. Their skills in using computers are developing well.
27. The school is improving rapidly as a result of the climate engendered by the leadership of the headteacher. Teachers are keen to improve their skills and to share their experiences in order to better the quality of education provided for pupils.

Close attention is given to pupils' individual needs

28. The school is alert to the needs of individuals and groups, within and beyond the classroom. It is pro-active in seeking to meet these needs to help pupils to learn better.
29. Before children come to the school, the teacher and learning support assistant at the Foundation Stage visits their homes. They talk to the parents and the children and are able to ascertain whether the child has any special needs. They leave parents with a booklet entitled 'Starting School', which tells them what school is like and which skills it would be useful to practise, such as dressing and undressing for physical education. The school has an induction programme,

which allows them to settle into the school gradually over the first week and to gain the necessary confidence to leave their parents or carers for the day.

30. Pupils' special educational needs are carefully identified. Individual Education Plans specify the targets to be worked towards and the support needed to achieve the progress looked for. Teachers know their pupils well and are able to provide appropriately for the current small range of pupils who have specific difficulties. In two classes, the number of pupils number less than 20 and teachers make appropriate provision for these pupils without additional help. In the class containing the youngest pupils where the numbers are close to 25, there is an additional adult to support the work of individuals and groups. Pupils in Year 6 state that the teacher works with individuals or small groups if the pupils feel they are not coping. If they request it, they are given additional work to do at home. The special educational needs co-ordinator monitors the progress of pupils and has a clear overview of pupils' individual needs throughout the school.
31. The headteacher has completed an analysis of the results of the National Curriculum tests in 2002 to identify strengths and weaknesses in pupils' learning. She identified that pupils in Year 6 made the progress expected and that the emphasis on extended writing had a positive effect upon the results. The school has also decided that the revision materials, which had been purchased for pupils in English and maths, should be purchased again this year as they had been successful in helping pupils to achieve the expected levels. A similar exercise at Year 2 indicated that pupils at level 2c need targets on improving writing and problem solving in mathematics to help them to do better. These targets have been incorporated into teaching.
32. The headteacher has also set up tests in reading and spelling twice in the year to track pupils' progress. With the use of other results from National Curriculum tests in English and mathematics in Year 2 and intermediate tests in Years 4 and 5, it is envisaged that teachers will be able to ensure that pupils are progressing well. Should remedial action be necessary, teachers will be able to introduce this into their planning. 'Booster' and 'additional literacy support' classes are used well to implement structured programmes of support in Years 5 and 6, enabling pupils to catch up and achieve the level expected.
33. The school has very good policies and procedures to ensure that pupils are very well cared for and supported. Pupils understand how they are attaining academically. They know what they need to do to progress and where to seek help if they have learning difficulties. Pupils feel safe and secure in a happy caring environment where relationships amongst pupils and between staff and pupils are very good.

The school is very successful in fostering pupils' social and moral development

34. Pupils' moral development is fostered very well in all lessons and particularly through religious education, personal, social and health education and assemblies. By Year 6, pupils have a very clear idea of what is right and wrong. They understand that codes of behaviour are associated with religion, such as 'The Ten Commandments'. They believe the school rules to be fair. They can explain the need for them and what effect they have had upon the pupils in the school. They are aware of how their actions can have an effect on others and are mindful of their responsibility as monitors to ensure that younger or less confident pupils are not bullied. They appreciate the opportunity they now have to express their ideas with staff on how the school might be improved and realise that with position comes responsibility. Pupils are involved in a considerable number of charitable events where they raise money for others less fortunate than themselves. Seven major charities, including 'Children in Need', 'Unicef' and 'Macmillan Cancer Relief', have benefited from their fund raising events in the past year.
35. Pupils' social development is promoted very well from the earliest days in school. Pupils are expected to be kind to one another and to work together. These expectations become greater as pupils move through the school. By Year 6, pupils work collaboratively as well as co-operatively; for example, when they are given the task 'to investigate how much salt is in a packet of crisps'. Pupils are expected to be well mannered when visiting other schools and clubs for sporting activities. They are expected to be good losers as well as modest victors. Residential visits to

the outdoor education centre and day visits, such as to the local army camp for a junior life skills course, help to develop positive feelings for supporting one another. Pupils in Year 6 share books with pupils in Years 1 and 2 and help them to develop reading skills. They also write books for them to read. As monitors, they carry out a range of tasks that support the school community.

The school encourages parents to be closely involved in their children's learning at school and at home

36. Parents think highly of the school. All have signed the home school agreement. Parents are encouraged to be involved in the education of their children from the first moment that the school makes contact with them when the teacher and learning support assistant at the Foundation Stage visit the home. Advice is given on how to help their child with numbers, reading and personal and social skills. A booklet entitled 'Reading Information – A Guide for Parents and Carers' has been made available to parents following a very successful reading workshop.
37. Parents have also received from the school a copy of the two-year rolling programme, which explains which areas of the curriculum will be covered and when. Three meetings are held each year for parents to meet the teachers when they can explore how well their children are progressing. Parents of pupils with special educational needs are also invited to a meeting each term to discuss their child's progress and to agree appropriate targets.
38. The school has recently introduced 'reading circles' in which pupils benefit from adults hearing them read for just a few minutes each day. Parents are encouraged to visit school first thing in the morning to help children with their reading. The school has received a positive response. Parents also help in a number of other ways. They provide additional support on school visits and they help to convey the pupils to sporting events, such as inter-school athletics and games competitions. The library system has been reviewed with the help of three parents. One parent tends the flowers around the school site using bulbs donated by others.
39. Parents are also invited to help with extra-curricular activities. Currently, parents are involved in running activities such as sewing club, recorders, cross-country running, football, and tag rugby. Other adults from the local community help by teaching guitar, piano and keyboard. These contributions are very much appreciated by the staff and governors but most of all by the pupils.
40. Parents are encouraged to help their children with the work they do at home. Initially this is helping children to learn to recognise that words and pictures have meaning. As pupils progress through the school pupils have more work to do at home and parents are encouraged to ensure that it is completed. In addition to the formal occasions when parents receive information from teachers about the progress their children are making, they are able to speak to teachers informally each day.
41. A Parent-Teacher Association and Friends Association was set up in the summer of 2002. Several events have been held and they have been very well supported. Significant funds have been raised to help the school.
42. Parents make a significant contribution to school life and their involvement has a positive impact on pupils' attainment.

WHAT COULD BE IMPROVED

Children are not achieving as much as they could by the age of five

43. The school has correctly identified curriculum planning at the Foundation Stage to be in need of review.
44. In Class 1, there are 27 pupils of whom nine are of Reception age, eight are in Year 1, seven in Year 2 and two in Year 3. The two pupils in Year 3 have special educational needs. This wide range of ages and abilities is too exacting for the teacher to manage well in one class given the overall number of children. A full-time learning support assistant was appointed in September 2002 to assist the teacher to provide appropriate learning experiences for all pupils and, particularly, those children of Reception age. This is having a positive impact upon the learning of

- all the children in the class. The two adults have a very good working relationship with each other and with the children. In this way they set a very good example to the children.
45. Planning indicates very clearly what the pupils in Years 1, 2 and 3 should learn, based on the National Curriculum. In many instances, what is planned for the children to learn at the Foundation Stage is closely related, particularly in personal, social and emotional development, communication, language and literacy and mathematical development. The curriculum for children under five gives due priority to these three aspects of learning. Children make good progress towards many of the Early Learning Goals but the curriculum is not sufficiently well planned to ensure that children have enough opportunities to achieve them all.
46. In personal, social and emotional development, children do not have enough opportunities to select and use activities and resources independently or to dress and undress independently. Not all the pupils in Year 1 are able to do this. In communication, language and literacy, children have many opportunities to learn to read, to write their name and to practise writing their letters but they do not have enough opportunities to attempt to write for different purposes. The classroom is not organised to promote this. There is too much reliance on photocopied worksheets. Children have regular opportunities to achieve the Early Learning Goals in mathematical development and they are on track to attain these by the time they enter Year 1. The teacher makes good use of every opportunity to count, add on or take away numbers related to practical activities in class, such as the number having school lunches.
47. In knowledge and understanding of the world, planning is not sufficiently based on the Early Learning Goals. Too many of the activities are based on the National Curriculum and are teacher directed. Children do not have sufficient time to find out about their local environment or to explore the past and present events in their own lives and in those of their families. However, children have good opportunities to use computers and develop their understanding of information and communication technology.
48. Children have two lessons of physical education each week with the rest of the class but these are not always at the appropriate level of challenge. They do not currently have opportunities for regular and frequent physical activity outdoors. Resources are limited with little equipment for climbing and balancing and few large wheeled toys on which to play. Children do not have sufficient opportunity to handle tools, objects and construction and malleable materials safely and with increasing control.
49. Children join in music lessons and they have limited opportunities for art and craftwork. They listen and enjoy stories but they have too few opportunities to be involved in imaginative and role-play. Again, the classroom is not well planned to provide such opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to raise standards further, the school should:
- (1) Pursue higher achievement by the age of five by:
 - planning the curriculum upon all the Early Learning Goals at the Foundation Stage and, where appropriate, taking account of the 'stepping stones';
 - ensuring that adequate resources are available;
 - providing opportunities for staff to receive effective in-service training.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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	1	6	7	2	0	0	0
Percentage	6	38	44	12	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 six 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)	0	60
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	0	1
Number of pupils on the school's special educational needs register	0	6

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	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5

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.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	4	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC Level 2 or above	School	89 (88)	78 (88)	89 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC Level 2 or above	School	89 (88)	89 (88)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	5	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	9
Percentage of pupils at NC Level 4 or above	School	82 (80)	(91) 56	91(80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	8	10
Percentage of pupils at NC level 4 or above	School	90 (80)	80 (70)	100 (80)
	National	73 (72)	74 (74)	82 (82)

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

N.B. Numbers of pupils are not included at Key Stage 1 as there were less than ten pupils in the year group.
Numbers of boys and girls are not included as there were less than ten in the year group.

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
52	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
8	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)	3.3
Number of pupils per qualified teacher	18
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	33

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	146461
Total expenditure	146755
Expenditure per pupil	2329
Balance brought forward from previous year	14108
Balance carried forward to next year	13814

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	58
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	62	35	0	0	3
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	38	47	12	0	3
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	50	44	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	15	0	3	0
The school expects my child to work hard and achieve his or her best.	65	32	3	0	0
The school works closely with parents.	62	35	0	0	3
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	59	35	3	0	3
The school provides an interesting range of activities outside lessons.	65	26	3	3	3