

# INSPECTION REPORT

## **FRANT CE PRIMARY SCHOOL**

Tunbridge Wells

LEA area: East Sussex

Unique reference number: 114505

Headteacher: Mr P Shefford

Reporting inspector: Mr J G Quinn  
15676

Date of inspection: 15<sup>th</sup> – 16<sup>th</sup> October 2002

Inspection number: 247472

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:	High Street Frant Nr Tunbridge Wells Kent
Postcode:	TN3 9DT
Telephone number:	01892 750243
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Whipp
Date of previous inspection:	6 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15676	Mr JG Quinn	Registered inspector
9614	Mrs CM Webb	Lay inspector
16492	Mr RS Lever	Team inspector

The inspection contractor was:

Full Circle division of Parkman  
The Brow  
35 Trewartha Park  
Weston-Super-Mare  
N Somerset  
BS23 2RT

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London  
WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a smaller than average primary school situated in the village of Frant approximately three miles to the south of Tunbridge Wells. There are currently 95 pupils on roll all of whom attend from the immediate locality and from neighbouring towns and villages. There are very few pupils from families of ethnic minorities and none who speak English as an additional language. There are 14 per cent of pupils with special educational needs, which is below average. Two pupils have Statements of Special Educational Need. Five pupils are eligible for free school meals; this is proportionally less than that found in the majority of schools.

Children are admitted to the reception class part-time at four years of age. The majority enter school with above average standards.

Approximately half the teaching staff has changed over the past two years including the headteacher.

### **HOW GOOD THE SCHOOL IS**

The school functions effectively at the heart of its village community and is regarded highly by parents. There is a strong and successful ethos for learning. Through good teaching and purposeful leadership many pupils attain above average standards by the time they leave the school at age 11. Although the cost of educating each pupil is higher than in most schools, the school nevertheless provides good value for money.

#### **What the school does well**

- Most pupils achieve above average standards in English, mathematics and science by the time they leave the school at age 11 and some achieve beyond this.
- Pupils apply themselves conscientiously to their work. They relate very positively to one another and behave very well in class and around the school generally.
- There is a high proportion of good teaching which promotes effective learning.
- The headteacher leads the school effectively, and with the strong support of staff, governors and parents creates a positive ethos for learning.

#### **What could be improved**

- More able pupils at Key Stage 1 do not make enough progress in their written work.
- The roles of curriculum co-ordinators are underdeveloped.
- School development planning is unsatisfactory. It is too short term and initiatives are not appropriately costed.
- The present accommodation is cramped. It hinders the efficient delivery of the National Curriculum and especially the curriculum for children in reception.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory progress since the last inspection in October 1997, but there is still work to be done on each of the key issues from the previous report. There have been good improvements to the curriculum for children in reception but this has been inhibited by unsuitable accommodation. Progress has been satisfactory on improving facilities for information and communication technology (ICT), and the school has been enterprising in acquiring additional

resources and expertise from a neighbouring secondary school. However, the subject still does not feature prominently enough in all classes. Progress in extending the role of co-ordinators has been limited by staff changes since the last inspection and the re-allocation of key responsibilities within the school.

Standards in mathematics have improved since the last inspection. Although relatively few lessons were observed, there was no unsatisfactory teaching which is an improvement on the previous position.

## 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
	2000	2001	2002	2002
English	A	A	A	C
mathematics	B	C	A*	A*
science	D	C	A	A

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

Due to the small and variable numbers of pupils taking the national tests each year, any comparison with all schools nationally and those which are similar is statistically unreliable and should be treated cautiously. However, in the most recent tests for 11 year olds results in mathematics were very high. They were within the top five per cent of all schools across the country and also when compared to similar schools. In science, results were well above average. Compared to the national picture, pupils attained well above average results in English and were in line with schools having a similar intake. Over the past five years, results have improved at a similar rate to all schools.

In tests for seven year olds, results for reading, writing and mathematics were similar to those found in the majority of schools, but were below average in mathematics and well below in reading and writing when compared to similar schools. There have been several staff changes over the past three years which have had a negative impact on the attainment of these pupils.

Standards of work seen during inspection were above average at Key Stage 2, with some pupils attaining well above. At Key Stage 1, standards were similar to those found in all schools, but not enough is expected of more able pupils in writing and consequently they underachieve.

Children in reception make sound progress in all areas of their work and are on course to achieve or exceed the standards expected for their age at the end of reception. Progress in physical development, in some aspects of creative development and personal and social development is inhibited by inappropriate accommodation.

Pupils with special educational needs are supported well and as a result make good progress towards the targets set for them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are keen to learn and most concentrate well on tasks that are set for them.
Behaviour, in and out of classrooms	Pupils behave well in lessons and at other times during the school day. They show a lively interest in visitors and are polite and courteous.
Personal development and relationships	Pupils are sensible and take responsibility well. Relationships between pupils and between pupils and adults are very good. Pupils follow the caring example of the adults with whom they work and consequently they are considerate and thoughtful towards others.
Attendance	Attendance is above average. Most pupils enjoy school. They arrive punctually and lessons begin on time.

## 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.*

Teaching was never less than satisfactory in the small number of lessons seen. It was good in the large majority of lessons and occasionally it was very good. Literacy and numeracy skills are taught well.

Teachers know their pupils and as a result they are responsive to the needs of most. Occasionally, not enough is expected of more able pupils in writing at Key Stage 1. In most lessons, teachers share the learning objectives with pupils. This gives pupils a clear sense of direction and makes learning more purposeful. Teachers manage pupils well, exercising a light but definite control. The school's expectation that pupils will behave well and give of their best is successful and so allows teachers to concentrate on the content of their lessons rather than wasting valuable time dealing with indiscipline. Teachers make good use of additional adult help and resources to help compensate for the limitations imposed by the school buildings. They employ a range of strategies to engage and maintain the interest of pupils and use a good mixture of whole class, small group and individual teaching. Occasionally, pupils are required to sit inactive for too long which slows the pace of learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall and is considerably enhanced through extra-curricular activities including visits and visitors to the school. The school's partnership with other village schools is very productive in providing an even greater range of activities to supplement those which take place during the school day. Good progress has been made on improving the curriculum for pupils in reception, but ICT does not feature prominently enough in all classes.



Provision for pupils with special educational needs	Provision for these pupils is good. The pupils with Statements of Special Educational Need are very well supported by diligent and conscientious support assistants. They are fully included in class activities and so are able to participate at an appropriate level.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This is good overall, with provision for pupils' moral and social development being particularly effective.
How well the school cares for its pupils	The school takes good care of its pupils. Parts of the premises impose restrictions on educational activities and others infringe health and safety regulations.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is good. The headteacher is building steadily on the good foundations laid down by his predecessor and has a clear idea of how he wishes the school to improve further. With support of staff, governors and parents he has created a very positive ethos for learning which is clearly transmitted to the pupils. The roles of co-ordinators are insufficiently developed and consequently they do not have a clear view on standards across the school.
How well the governors fulfil their responsibilities	Governors support the staff well. They are committed to the school and share the headteacher's view for improvements to the school and its accommodation. The school development plan does not contain intended improvements beyond a year, however, and so is not an effective tool for development in the longer term.
The school's evaluation of its performance	Satisfactory steps have been taken by the headteacher to evaluate the quality of teaching since his appointment just over a year ago, although he acknowledges the need for further development in this area. Although the school analyses performance data in conjunction with other village schools, it does not make sufficient use of the information available to determine the progress of individual pupils or groups, in order to provide support where it is most needed.
The strategic use of resources	The strategic use of resources is inhibited by the fact that the school development plan is insufficiently long term and does not relate closely enough to the school's budget.

The school's accommodation remains poor as it did at the time of the last inspection and does not facilitate the efficient delivery of the curriculum, particularly for children in reception.

The school has taken satisfactory steps to secure best value in the education it provides. It consults parents informally, compares itself with neighbouring schools and challenges itself to improve further.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy coming to school.</li> <li>• Behaviour is good.</li> <li>• Children are well taught.</li> <li>• They would feel comfortable approaching the school with a problem or concern.</li> <li>• The school expects pupils to work hard.</li> <li>• Leadership and management are good.</li> <li>• The school helps children to become mature and responsible.</li> <li>• There is a good range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The progress that their children make.</li> <li>• The amount of homework provided.</li> <li>• The information which they receive about their children's progress.</li> <li>• The way in which the school works with parents.</li> </ul>

Parents have very positive views of the school in important areas. They highly respect the headteacher and value his approachability.

The inspection findings support the areas which parents find the most pleasing but does not wholly endorse those felt to be in need of improvement. Most pupils make at least satisfactory progress in their work. There is a satisfactory amount of homework that increases as pupils move through the school. The school provides a written report and two consultation evenings a year, on pupils' progress, which is more than is found in many schools. Through information provided about the curriculum, opportunities for parents to help with activities during and outside the school day and events organised by a successful school association, the school is taking all reasonable steps to work closely with parents and more initiatives are planned.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Most pupils achieve above average standards in English, mathematics and science by the time they leave the school at age 11 and some achieve beyond this.**

1. Although results where so few pupils take the national tests should be treated with caution, in the most recent tests, results in mathematics were very high when compared to all schools and to schools with similar intake. They were in the top five per cent of schools. In science, results were well above average both compared to all schools and to similar schools. Results in English were well above those in all schools nationally and in line with schools with a similar context. There has been an improvement in mathematics and science results over the past three years, and those for English have remained consistently well above average.
2. Evidence of work seen during inspection indicates that pupils make particularly good progress throughout Key Stage 2. Consequently, they attain above average standards in English. This is a similar position to that at the time of the last inspection. Past work shows that the oldest pupils at Key Stage 2 have chance to apply their writing skills widely and this has contributed to consistently high standards. For example, pupils in Years 5 and 6 have written instructions related to working a piece of electronic equipment, poetry where they write an alternative version of the ending to a well known poem and report on sporting activities undertaken at neighbouring schools. Longer, narrative pieces, however, are under-represented. Pupils throughout the key stage use language imaginatively. For example, in one literacy lesson for Years 3 and 4, pupils were quite adventurous in searching for descriptive words to use in devising a play script for the story of *Red Riding Hood*. When provided with the opportunity, pupils read their scripts out expressively and clearly. There is an appropriate balance between grammatical exercises and purposeful writing, which allows pupils the opportunity to practise skills they have learnt. Handwriting is generally fluent and well formed. Grammar is good and the spelling of many words is accurate. Different punctuation marks are used correctly and some pupils are beginning to show that they understand how to use paragraphs.
3. In mathematics, many pupils achieve above average standards by Year 6 and some achieve well above. This is an improvement on the position at the time of the last inspection. It is partly due to the fact that the school has introduced a new mathematics scheme which supports teaching more effectively. Throughout the school, pupils are adept at calculating quickly and accurately in the oral mental sessions at the beginning of lessons. In Years 1 and 2, for example, pupils recognise the value of two digit numbers and can count on in tens. Pupils in Years 3 and 4 classify and name two-dimensional shapes, although a few younger pupils, working with the support assistant, have difficulty articulating '*quadrilateral*'. They understand the idea of symmetry and fold regular shapes to show axes of symmetry. By Year 6, many pupils are proficient in longer, more intricate mental calculations involving three and four digit numbers. They use their skills well in solving complex problems, which capture their interest and imagination.
4. Standards in science are above average at age 11 as they were at the time of the last inspection. Although no science lessons were seen at Key Stage 1 and only one at Key Stage 2, evidence of past work indicates that Year 6 pupils know how to plan a controlled test in relation to their work on Forces. They produce detailed annotated diagrams of high quality in connection with a topic on the human body and monitor the germination and growth of seeds carefully when studying the life cycle of plants.

5. The school's provision for ICT has improved significantly and teachers in Years 5 and 6 take every opportunity to enable pupils to develop the skills they have learnt. Consequently, a strong feature of the work covered in English, mathematics and science is the way in which computers are used to consolidate and extend pupils' learning. For example, pupils list instructions and write reports on events using text. They add pictures and change the look of that which they have produced to make it more appealing. In mathematics, pupils use the computer to record data and plot graphs, for example, to plot the progress of premier division football teams. In connection with science work related to the harmful effect of drug misuse, pupils use specific computer programs to produce warning posters. This marks an improvement in the use of computers in Years 5 and 6 since the last inspection, although in other classes they are not used as regularly or productively.

**Pupils apply themselves conscientiously to their work. They relate very positively to one another and behave very well in class and around the school generally.**

6. Pupils respond well to the good teaching they receive. They clearly understand that they are expected to behave well, to give of their best in lessons and most are eager to learn. Pupils work with good concentration, sometimes for fairly lengthy periods, and there is little incidental discussion or behaviour that is not related to the task in hand. They are keen to answer teachers' questions in whole class sessions and often think carefully to provide well-chosen responses. This was clearly evident in many lessons such as English in Years 5 and 6, where pupils were matching nouns to verbs and revising the conventions of standard English.
7. Pupils listen attentively to each other and are encouraged in this by the example set by staff. Teachers, support staff and other adult helpers listen carefully to pupils' ideas. This sends an important message to pupils and affects the way they behave towards one another. Consequently, pupils express themselves confidently, secure in the knowledge that they will be listened to and that their responses are valued.
8. Relationships between pupils and between pupils and adults are very good and contribute strongly to the quality of pupils' learning. Pupils discuss tasks sensibly when working in groups as in science in Years 5 and 6 and in gymnastics in Years 3 and 4. They listen to each other well and wait their turn patiently when using apparatus. There is a caring ethos throughout the school which was clearly evident in the sensitive way in which older pupils respond to younger ones in the school playground and to pupils with special educational needs. Teachers provide very good role models. They treat pupils with respect and pupils are respectful in return, toward all adults and towards each other. The use of 'please' and 'thank you' often accompanied instructions from teachers and were reciprocated by pupils. Pupils clearly enjoy lessons which are presented in an interesting and lively way. In a literacy lesson at Key Stage 1, for example, there were groans of disappointment when the class teacher chose to leave a story at a crucial point, to be continued later. The teacher told the story very expressively indeed which captured the attention of pupils and maintained their interest throughout.
9. Pupils behave very well in lessons and at other times around the school and this ensures that time is entirely devoted to learning and not dealing with misbehaviour. During lunch and break times they play amicably together in their small playground and disagreements are few. Lunchtime in two classrooms involves large numbers of pupils and is a noisy but orderly occasion.
10. Pupils' interest in lessons, their very good relationships and behaviour contribute significantly to the school's success.

### **There is a high proportion of good teaching which promotes effective learning.**

11. Most of the teaching in the few lessons observed was good. Two lessons were satisfactory and four lessons were very good. There was no unsatisfactory teaching which, in this respect, is an improvement on the previous inspection.
12. The consistently good teaching has a direct impact on the standards which pupils attain at age 11. Significant features of the best teaching were teachers' good subject knowledge, the range and variety of teaching methods used to enliven teaching, the effective way in which teachers manage pupils and the productive use of resources, support staff and voluntary helpers.
13. Teachers begin lessons well by sharing the intended learning objectives with the pupils. Consequently, pupils have a clear idea of what is expected of them and they begin working with a clear sense of purpose. Throughout the school teachers understand most subjects they teach well. Secure subject knowledge enables teachers to approach lessons confidently. They question pupils incisively in order to build on what they have learnt previously and to take pupils' learning forward. This was apparent in a number of successful lessons. For example, in a science lesson in Years 5 and 6, the teacher used good open-ended questions to ascertain what pupils understood about substances which could be harmful to the human body. Her skilful questioning - '*What does ...mean?*' '*What do you know about...?*' - encouraged pupils to think carefully about the subject under consideration and promoted good learning. Also, in a very good music lesson in Years 1 and 2, the teacher was confident in her understanding of the subject. Through her animated approach and good, brisk pace to the lesson she took pupils' learning forward very effectively. Consequently, pupils enjoyed the lesson thoroughly, were totally engaged throughout and quickly progressed from clapping simple rhythms to singing a familiar song in two parts.
14. Teachers employ a good range of methods and techniques to secure and maintain pupils' attention. Most lessons comprise a mixture of whole class, small group and individual work which introduces sufficient variety to sustain pupils' interest. In reception, staff now have a good understanding of the needs of young children which is an improvement on the situation at the time of the last inspection. They are skilful in taking every opportunity to develop children's understanding and in making learning relevant to their experiences. For example, the teacher used registration at the start of the school day very well to create a simple tally chart of pupils present and those absent. This led on to pupils' counting the numbers in each group and the teacher developing the idea of 'more' and 'less' through careful questioning. In another lesson in reception, following a 'shape hunt', the children were brought together and the teacher introduced a puppet to help her draw together what children had learnt. The children enjoyed this element of fun which engaged and sustained their attention well.
15. Teachers manage pupils well. The general ethos and expectation that pupils will work hard and try their best, permeates the school and there are few discipline problems. This means that teachers need to spend little time maintaining order and can concentrate fully on the content of their lessons. Where there are minor infractions, they are dealt with quickly and effectively with the minimum disruption to learning. Teachers speak quietly in lessons when addressing the whole class which encourages pupils to listen carefully. There is a climate of respectful listening in lessons and pupils follow the good example set by teachers and other adults with whom they work.
16. Teachers make very good use of the learning support staff with whom they work and of the many parents and other voluntary helpers who give their time so generously to the school. Particularly good use was made of several such volunteers in a guided reading session in Years 5 and 6. The class teacher had briefed the helpers thoroughly, and, as a result, they

provided very good support for the groups of pupils to which they were assigned. Teachers value the support that their learning support assistants provide and have confidence in their abilities. Consequently, they deploy them effectively on the most important task of working directly with individuals and groups of pupils in order to improve the quality of their learning. Those assigned to specific pupils with Statements of Special Educational Need provide conscientious and diligent support which enables these pupils to participate in lessons at an appropriate level.

17. Teachers who are most effective are those who think critically about their teaching. They reflect on lessons thoughtfully and evaluate what has worked well and where improvements might be made in the future.
18. The high proportion of effective teaching is the most important contributory factor to the good progress that pupils make in their learning and to the standards they attain.

**The headteacher leads the school effectively and with the strong support of staff, governors and parents creates a positive ethos for learning.**

19. With the strong support of all members of the school community, the headteacher is building steadily on the very good foundations laid down by his predecessor. There is a strong, shared commitment to the school's success as an integral part of the village that it serves.
20. Since his appointment, just over a year ago, the headteacher has emphasised the need to maintain four classes as an ideal arrangement for teaching pupils of all ages. He is committed to providing a wide range of opportunities for pupils, and values the diversity of teaching styles and talents which different teachers bring to the school. The school has established very productive links with others within the neighbourhood and pupils' learning has been enriched significantly as a result. For example, the local secondary school regularly loans several notebook computers and the expertise of a technician to supplement the school's own resources. This has contributed to improved standards. Also, through the school's formal partnership with other small schools in the Village School Association, the impressive range of extra-curricular activities has been extended further, to include visitors and educational visits to places of interest.
21. The headteacher has started to check the quality of teaching throughout the school by regular lesson observations. The results of these observations are fed back to teachers verbally, with areas of strength identified, together with points for development. The headteacher acknowledges that there is more to be done in this area. In conjunction with neighbouring village schools, he has started to analyse national test results in order to develop an idea of how well the school is performing.
22. The governing body supports the school well and provides a very good link with the village. Most governors are new to their roles and have taken up their positions since the last inspection. They are clearly committed to the school's continued improvement and have definite views for its development in the longer term, which they pursue rigorously. Governors value the place that the school holds within the village community. They welcome opportunities for community involvement, such as the use of the school's computers to provide Internet training for people who live in the village.
23. Teaching and non-teaching staff function very well as a team, with a clear focus on improving provision for pupils' learning. Together, they work industriously to compensate for the limitations imposed by the school's accommodation. Physical education takes place in the village hall and also on the village sports field, both of which are situated some distance from

the school. Teachers have considerable confidence in support assistants and use their skills very effectively to work with individual pupils and groups who need additional help.

24. There is a strong sense of partnership between home and school which encourages pupils to give of their best in the knowledge that both parents and teachers have their educational interests at heart. Parents have positive views of the school and support it strongly in important areas. Many are involved on a voluntary basis, providing additional assistance during the school day. Others help provide extra-curricular activities, such as art and football, which greatly enhance pupils' learning. The hardworking school association holds a variety of fund-raising activities which provide additional resources for the school and fund structural improvements such as the galleries in two of the classrooms which are used by groups of pupils working with adult support.
25. Staff, parents, governors and pupils have a clear sense of what it means to be part of Frant Primary School and speak of it with pride. This strong sense of common purpose contributes greatly to the success of the school.

## **WHAT COULD BE IMPROVED**

### **More able pupils at Key Stage 1 do not make enough progress in their written work.**

26. Although results in writing for seven year olds in the most recent national tests were in line with all schools, no pupils have attained the higher Level 3 in the past two years. From examination of recent work by Year 3 pupils it is apparent that some were capable of doing so. There have been a number of changes of teacher in Key Stage 1 over the past two years which has had a disrupting influence on pupils' learning and a negative impact on standards.
27. Inspection evidence indicates that standards of the majority of Key Stage 1 pupils in writing are average. However, work is not regularly planned to extend more able pupils fully and consequently they have too little opportunity to develop their capacity for independent writing for a range of purposes, and so incorporate the knowledge of grammatical structures and punctuation which they have mastered earlier. Occasionally, work for the whole class is directed towards pupils of average attainment. Those who need additional help are supported well by teaching assistants but average and above average pupils work at similar levels. The progress of more able pupils is inhibited as a result. This was reflected in past work, where exactly the same exercises in handwriting and grammar were completed by all pupils on more than one occasion. This was regardless of the fact that the higher attaining pupils were already writing in a fluent, joined style in their general written work and their grammar was sound. They had no need to practise skills in which they were clearly already proficient. For example, a pupil who writes unaided using structured, clear and imaginative text, with a well-formed and joined hand, incorporating punctuation which includes speech, question and exclamation marks correctly, has little need of the handwriting and sentence exercises on photocopied worksheets, that are the focus for class lessons two months later.

### **The roles of curriculum co-ordinators are underdeveloped.**

28. The role of curriculum co-ordinators was an issue for development at the time of the last inspection. Due to staff changes and the reallocation of roles, limited progress has been made in this area. Consequently co-ordinators in English and mathematics, for example, have little influence over the way in which their subjects are taught and do not have a sufficiently clear view on standards, other than those in their own classes.

29. Both English and mathematics co-ordinators are keen to develop their subjects across the school. The mathematics co-ordinator, who has held the post for two years, has successfully introduced a new mathematics scheme linked to the National Numeracy Strategy and this has helped to raise standards at Key Stage 2. The English co-ordinator is relatively new to the school and has assumed responsibility for important areas of the school's work since her appointment in January this year. In addition to her senior management duties and the co-ordination of English she is also co-ordinator for special educational needs. Time available for each of these areas is therefore limited. Neither co-ordinator has visited other classes nor examined pupils' exercise books in order to develop a view on standards. Although the school has started to analyse completed and marked test papers in mathematics to discover where pupils excel and where they need to improve, this has been for Key Stage 2 pupils only. No similar analysis has been made of the results at Key Stage 1, where they are not as good. Neither has the school made full use of the national performance data available to determine the progress of individual pupils in order to provide support where it is most needed.

**School development planning is unsatisfactory. It is too short term and initiatives are not appropriately costed.**

30. The headteacher and school governors have plans for the strategic development of the school but these have yet to be incorporated into a carefully costed development plan which extends beyond a year. In its present form the development plan covers three broad areas of school activity: curriculum, human resources and physical resources. The development plan contains many laudable targets for improvement but there are too many to be pursued over the next 12 months. This limits its effectiveness as a tool for school improvement. Also there is no indication of how issues arising from the last inspection are being addressed and the part that they play in the development of the school as a whole. This is a significant omission as there is still work to be done on each of the issues raised. In addition, it is not clear how the development plan relates to the school budget as none of the planned initiatives are costed. The governors have not been sufficiently involved in school development planning in the past and so have little experience in this important aspect of their work.

**The present accommodation is cramped. It hinders the efficient delivery of the National Curriculum and especially the curriculum for children in reception.**

31. The school's accommodation was heavily criticised in the previous report and was judged to be poor. There has been no improvement over the intervening years and teaching and support staff continue to work industriously to overcome the limitations that the premises impose.
32. Good progress has been made in provision for children in reception since the last inspection. They are now taught separately in their own area, which staff have worked hard and successfully to make inviting and stimulating. However, the accommodation remains inadequate and seriously impedes children's personal, physical and creative development. The largest of the three teaching areas is too small for the activities provided and the storage of dining tables at one end encroaches on this space further. There is no suitable outdoor area which may be used as an extension to the classroom where pupils can move spontaneously and imaginatively and use a range of large play equipment to aid their physical development. The single adult toilet and high washbasins are inadequate and inappropriate. This means that children are prevented from increasing their independence and managing aspects of their personal hygiene.
33. Although the two classrooms for Key Stage 2 pupils are of suitable size and shape, the one for Key Stage 1 pupils is smaller and does not accommodate the largest class in the school easily. This creates problems with practical activities such as art and design and technology.



34. The fact that the school has no hall for large group activities, such as school lunches, the daily act of collective worship and for physical education, has an adverse effect on the quality of pupils' learning. For example, valuable lesson time is lost daily when two of the classrooms are rearranged in order to accommodate school lunches. Time is also lost when classes walk to the village hall for physical education or to the nearby playing field for games, to compensate for the small size of the school playground. As the village hall is used by other community groups, the school is not able to store large apparatus that is readily accessible, for gymnastics, in order to allow pupils full access to this aspect of the curriculum. The school has neither suitable accommodation nor sufficient resources to enable it to deliver all elements of physical education fully.
35. Whilst the school makes very good use of the accommodation available and much of this provides a stimulating and attractive learning environment, overall, the buildings and grounds limit the delivery of the curriculum and are therefore unsatisfactory.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

36. The governors, headteacher and staff should address the following:
- (1) Ensure that more able pupils at Key Stage 1 are regularly presented with suitably challenging work that develops their writing skills fully. *(see paragraphs 26 and 27)*
  - (2) Further develop the role of subject co-ordinators in order that they:
    - (a) become more aware of standards throughout the school;
    - (b) together with the headteacher, make full use of performance data to establish strengths and weaknesses in their subjects and to track the progress of individual pupils. *(see paragraphs 28 and 29)*
  - (3) Plan school development over a longer period and ensure that improvements are costed appropriately. *(see paragraph 30)*
  - (4) Work with the local authority and the diocese to improve the school's accommodation as soon as possible and that for the children in reception as a matter of urgency. *(see paragraphs 31 to 35)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	2	0	0	0
Percentage	0	22	67	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one five percentage point[s].

### 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	87.5
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with Statements of Special Educational Need	0	2
Number of pupils on the school's special educational needs register	0	13

#### 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	7
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	3	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total pupils	11	12	12
Percentage of pupils at NC level 2 or above	School	84 (80)	92 (87)	92 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
	Total pupils	11	12	12
Percentage of pupils at NC level 2 or above	School	84 (80)	92 (80)	92 (93)
	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	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
	Total pupils	13	15	14
Percentage of pupils at NC level 4 or above	School	93 (88)	100 (63)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
	Total pupils	15	15	15
Percentage of pupils at NC level 4 or above	School	100 (75)	100 (88)	100 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest 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	93	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	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)	5.2
Number of pupils per qualified teacher	16.54
Average class size	21.5

#### **Education support staff: : YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	99

**FTE means full-time equivalent.**

### **Financial information**

Financial year	2001-2002
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	£
Total income	265,756
Total expenditure	282,038
Expenditure per pupil	3,100
Balance brought forward from previous year	30,487
Balance carried forward to next year	14,205

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	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	95
Number of questionnaires returned	50

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	32	4	2	2
My child is making good progress in school.	50	34	12	0	4
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	34	36	20	0	10
The teaching is good.	50	48	0	0	2
I am kept well informed about how my child is getting on.	32	42	22	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	34	8	0	0
The school expects my child to work hard and achieve his or her best.	64	32	0	0	4
The school works closely with parents.	46	34	18	0	2
The school is well led and managed.	66	26	0	2	6
The school is helping my child become mature and responsible.	60	36	0	0	4
The school provides an interesting range of activities outside lessons.	60	38	2	0	0