

INSPECTION REPORT

MADLEY COMMUNITY PRIMARY SCHOOL

Madley, Hereford

LEA area: Herefordshire

Unique reference number: 116708

Headteacher: Mr Richard Osborne

Reporting inspector: Mr Geoff Cooper
OFSTED Inspector Number: 23647

Dates of inspection: 7 – 8 July 2003

Inspection number: 247673

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Madley
Hereford

Postcode: HR2 9PH

Telephone number: 01981 250 241

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Appropriate authority: Governing body

Name of chair of governors: Mr Michael Williams

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Madley Community Primary School is a medium sized village primary school, with 150 boys and girls aged four to eleven currently on roll. This includes sixteen children attending the reception class. The school is in a rural context but within a short commuting distance of the City of Hereford. The take-up of free school meals is low but this does not accurately reflect the average social and economic context of the school. Almost all pupils are of a white European origin. All speak English as the language of the home. An average number of pupils are identified as having learning difficulties including a number of pupils with emotional and behavioural barriers to learning. Two pupils attending the school as part of an inclusion project have a statement of special educational needs. Although pupils' knowledge, skills and understanding vary a great deal on admission to school, attainment on entry is broadly average. The school is part of the Herefordshire rural education action zone (EAZ).

HOW GOOD THE SCHOOL IS

Madley Primary is a very good school. It has high expectations of the pupils' standards of attainment and is successful in realising these expectations. By the time they are eleven, the pupils' achievements are well above those expected nationally of pupils of a similar age. The quality of teaching makes a very significant contribution to the standards achieved. The school is led decisively ensuring that appropriate aims are established and worked towards in practice. Management is calm and very effective, providing a very good climate for learning. Given these factors and an average amount of money to spend on the education of each pupil, the school provides very good value for money.

What the school does well

- Standards in English and mathematics are well above average by the time the pupils are eleven; the basic skills of literacy and numeracy are used well to support learning in other curriculum areas.
- Leadership and management are very good, successfully establishing high expectations and a very good climate for learning.
- The school provides very well for the pupils' personal development resulting in a mature and positive approach to school life.
- The learning opportunities provided are very good; the curriculum fully meets requirements and is very well enriched in many directions.
- Teaching is very good and this leads to very good learning on the part of the pupils.
- The school is right to be proud of its effective partnership with parents.

What could be improved

- The development of the school library.
- There are occasions when the school allows pupils more than ten working days absence in an academic year.
- A higher than expected amount of delegated funding is carried over from year to year.

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 previously inspected in December 1997. Since then it has made very good improvement. All elements of the key issues for action arising from that inspection have been successfully resolved. Standards, teacher knowledge and the curriculum in information and communication technology (ICT) and in design and technology have been improved. Assessment is used well to measure the progress the pupils make and to support their further progress. Reports to parents meet requirements. The building has been developed and improved and no longer has the inadequacies pointed out at the time of the previous inspection. Since the previous inspection, the strengths identified have been maintained. The school has successfully improved its provision through the school improvement plan and its financial management.

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	B
mathematics	A	B	A	A
science	B	B	A	B

Key

Well above average A

above average B

Average C

below average D

well below average E

The incidence of free school meals (the usual measure of school with school) does not successfully reflect the social and economic context of the school. In the light of other quantifiable data, the inspection team has chosen to raise similar school grades by one level. By the time they were eleven in 2002, the pupils' National Curriculum test results were well above average in all areas tested. Results compared well with those of similar schools. The results of seven-year-olds in that year were average in reading and above average in writing and mathematics. Compared to the results of similar schools, reading was below average and writing and mathematics were average. All school results are on a rising trend, although as is common in small schools results tend to go up and down from year to year. This is a function of the attainment on entry year to year and the fact that the results of one pupil have a significant effect on school statistics. The rising trend is strongest for eleven-year-olds and is consistent across all areas tested. There is no consistent trend of difference in the performance of boys and girls at the age of seven. Boys tend to perform better than girls do at the age of eleven, although both boys and girls do better than boys and girls nationally. The school sets targets for eleven-year-olds that are realistic in the light of the pupils' achievements when they are seven. Targets in 2002 were exceeded considerably. The current group of eleven-year-olds is well on track to achieve the targets set for them.

The work seen in English, mathematics and science confirms the standards achieved in National Curriculum tests both at seven years and eleven years. The pupils get through a good volume of accurate and neat work, reflecting attainment above and well above that expected across all elements of the curriculum in these areas. The basic skills of literacy and numeracy are well used to support learning in other subjects of the curriculum. Additionally standards have improved significantly in design and technology and in ICT. The above average standard established in art and design at the previous inspection has been maintained. Sampling of work in other subjects of the curriculum indicates that standards match those expected and often exceed those standards. The display of pupils' work, especially but not only in art and design, enlivens the learning climate. Children in the reception class are well on course to achieve or exceed the goals set for learning at their age. Given attainment on entry that is broadly average, attainment that is above average at the age of seven and well above average at the age of eleven, the pupils make good and consistent progress throughout the school and achieve well. This includes the achievements of pupils with the potential for higher attainment. These pupils achieve the higher levels possible for their age. Pupils with learning difficulties frequently achieve the standard expected for their age and this indicates that some make very good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are enthusiastic about all aspects of their school life.
Behaviour, in and out of classrooms	Very good. Pupils have a very clear understanding of what is expected of them and respond well to the school's high expectations of behaviour.
Personal development and relationships	Very good. Pupils are mature and sensible. Relationships among the pupils and between the pupils and adults are excellent.
Attendance	Average. Authorised absence is higher than in most schools but there is no unauthorised absence. Punctuality is good and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

All lessons seen were at least good in quality and the majority were very good. The teaching of English and mathematics is very good. Teachers have good subject knowledge that they use well and as a result the pupils acquire a very good range of basic skills in literacy and numeracy. They also use ICT skills well. Other strengths in teaching are the positive relationships teachers make with pupils that create a healthy climate for learning, the use teachers and pupils make of available time, the way resources are used, the partnership established between teachers and learning support assistants and teachers' high expectations of the pupils. Teachers have a good understanding of the needs of different pupils. Most tasks are pitched at different levels to ensure that all the pupils are challenged and learn at a pace appropriate to their prior learning. Particular strengths in the quality of learning are the rapid acquisition and use of skills, knowledge and understanding, the effort the pupils put into their work and the interest they show in their tasks and activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good throughout the school. The curriculum fully meets requirements. Activities out of school hours, visitors to school and visits out of school enrich the curriculum a great deal.
Provision for pupils with special educational needs	Very good. National requirements are met. The school knows its pupils' needs very well and provides for them sufficiently well to enable good progress to be made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's provision for spiritual development is excellent. The overall provision gives the pupils very good opportunities to grow in maturity and responsibility. While there are some outstandingly good examples of the promotion of understanding the culture of far off lands, the promotion of understanding of life in a culturally rich and diverse British society could be more visible.
How well the school cares for its pupils	Very good. The school has maintained its strength in the social and personal care of pupils. It monitors the progress pupils make and uses the information from this very well to ensure further progress.
Partnership with parents	Very good. Parents are very positive about the way the school works with them. The school in its work and the pupils in their progress reap great benefit from the part parents play in the life of the school. This is a strength maintained since the previous inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is led calmly and purposefully with a good sense of direction. Management ensures the maintenance of an unruffled learning environment.
How well the governors fulfil their responsibilities	Very good. Governors have a good idea of what they expect of the school on behalf of parents and the community. They are active in ensuring that their expectations bear fruit.
The school's evaluation of its performance	Very good. The school understands how good its standards are and what needs to be done to improve them further. Self-evaluation has led to all round improvements in the school's performance.
The strategic use of resources	Very good. Skilful financial management has enabled the school to acquire the human and material resources necessary to maintain the impetus of development and improvement. The school has a very good grasp of the principles of best value and uses the principles effectively in its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a very small number of parents would like to see improved
<ul style="list-style-type: none">• Their child likes school and makes good progress.• The school has high expectations and behaviour is good.• Teaching and leadership and management are good.• The school promotes the values shared by parents.• A good working relationship ensures parents can feel confident approaching the school.• There is a good range of activities out of school hours.	<ul style="list-style-type: none">• The quality and consistency of giving homework.• The information they receive about their child's progress.• One or two parents have a concern about adding the demanding role of special educational needs co-ordinator to the already demanding role of headteacher.

The inspection team agrees wholeheartedly with the positive views of parents. They have a good understanding of the considerable strengths of the school. The inspection team was unable to gather sufficient evidence to support or reject the minority parental view on homework. The school believes that it has sufficient evidence to show that the provision of homework is at least adequate and plays a significant part in the development of independent learning skills among pupils. Parents receive the usual range of information about their child's progress. Reports to parents meet requirements, although they could be more explicit about how well children are achieving and what else can be done to make further progress. A good range of formal opportunities enables parents to meet their child's teacher to find out how he or she is getting on. Regular newsletters are issued and the school operates an 'open door' policy where staff are always willing to discuss progress with parents. This should ensure that all parents have opportunity to be well informed about their child's progress and about the work of the school. Although the headteacher's role as special educational needs co-ordinator is not an ideal situation, the role is managed efficiently and with a good understanding of the needs of pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above average by the time the pupils are eleven; the basic skills of literacy and numeracy are used well to support learning in other curriculum areas.

1. The results of standard National Curriculum tests in 2002 show that the pupils achieved standards that were well above the national average for eleven-year-olds. Both boys and girls performed well. The results for boys tended to be rather better than those for girls. The school has been successful in promoting standards that have risen since the previous inspection across all subjects tested. This is despite some peaks and troughs that are typical of schools with a small number of pupils in the year group. The work seen throughout the school during the inspection confirms the standards achieved in National Curriculum tests. In English and mathematics, almost all pupils gain the standard expected for their age and a high proportion gain the higher level possible for their age. All pupils achieve well and for most there is rapid acquisition of the basic skills of literacy and numeracy in all year groups. Higher attaining pupils are successfully challenged by the work set for them giving them good learning opportunities on their way to achieving the higher levels possible. Pupils who find learning difficult get the modified tasks that take account of their prior learning and the support they need to get successfully through their tasks. Many of these pupils make enough progress to achieve the level expected for their age. All pupils make good progress and achieve well. For some pupils, progress is very good. A strong feature of the work pupils complete is its neatness. Most pupils write legibly and stylishly. They set out their calculations tidily and this helps the accuracy with which they work. Many pupils make good use of their information and communication technology (ICT) capability, using computers to support the drafting, editing and presentation of their work, or using a simple spreadsheet to collate data and present their interpretation of the graphs and charts produced.
2. Having acquired good skills in literacy and numeracy, pupils go on to use these skills to support their learning across an appropriate range of subjects of the curriculum. Beginning in Years 1 and 2, but gradually widening their writing experiences to Years 3 to 6, pupils use their reading and writing skills to appreciate and create their own poetry, to read and create play scripts, to write letters for a wide range of different purposes, to write factual reports and to create their own imaginative stories. They use their number skills to solve a range of mathematical problems. For example, as a revision exercise Year 6 pupils followed a number trail that required them to use and apply many of the number skills developed over their time in school. Pupils found this a stimulating and challenging task. Pupils apply their mathematical skills in a range of ways as they observe and record scientific phenomena and collect geographical data. Again, there is good use of ICT skills in supporting data collection. The use of basic skills in reading, writing and number has supported the development of the curriculum in design and technology and ICT, areas for development following the previous inspection, now successfully resolved with the acquisition of higher standards of attainment. Reading and writing skills are often employed in solving mathematical problems. Teachers are skilled at creating interesting tasks in history, geography and religious education that capitalise on the pupils' growing literacy and mathematics capability. It is rare to find a task that requires a routine response from pupils or one that does not challenge their ability to think.

Leadership and management are very good, successfully establishing high expectations and a very good climate for learning.

3. Leadership and management are very good at all levels. The headteacher is very clear about his aspirations for the school. All staff share his sense of vision. Those with management duties are effective in carrying out their well-delegated responsibilities. The headteacher oversees calm and orderly administrative processes that ensure the climate for learning is maintained at a high level. The school style of leadership is not authoritarian but it is characterised by a great deal of mutual respect among and between staff, pupils, parents and governors. Leadership is well supported by effective management of finance to provide a well-qualified and efficient staff, a high level of resources for teachers and pupils and a well maintained and developed school building and grounds. Governors pay a significant part in the running of the school. They know it well, plan carefully for its future and have appropriate mechanisms for keeping in touch with developments. Because they are well informed, governors are in a good position to make meaningful decisions on behalf of the school.
4. The headteacher and staff, in consultation with members of the governing body have developed a range of management structures that ensure that on the one hand the school's sense of direction is secure and on the other that it is continuously looking to see where improvements can be made. The school's aims are crystal clear and well communicated. They enshrine appropriate values and these values are promoted extremely well, especially in assemblies but also by the consistent role modelling of all staff of the school. Governors contribute well to their annual report to parents. The school improvement plan to which all teachers contribute is a valuable management tool. Policies outline what the school expects in relation to all aspects of school life and in support of all areas of the curriculum. This is a school where expectations are set high and where nothing is left to chance. The quality of leadership and the way the school is managed makes a very profound impact on the standards achieved, both in pupils' academic standards and in the way they value their education and daily life in school.

The school provides very well for the pupils' personal development resulting in a mature and positive approach to their school life.

5. The school is very successful in providing for pupils' personal development. There is very clear guidance, support and counselling about a range of positive values that pupils begin to appreciate, understand and adopt. For example, the assembly theme during inspection was 'patience'. It was a theme that was well promoted and there was good evidence that pupils grasped what this should mean in their own life and conduct. Assemblies are well used in the school to promote the school's high expectations. In another assembly, the presence of a visitor from Japan signalled some very high profile messages about learning from and appreciating the qualities and characteristics of other cultures. Among the messages promoted were 'stretch out your hands across the world' as pupils were invited to close their eyes and reflect about their lives and the lives of others and 'we all need to do our part' within a very strong theme about holding on to a sense of duty and responsibility. At the same time the school is quick to give pupils a great deal of support as they grow in confidence and maturity. Recognition and valuing of contributions is a characteristic of the school. That pupils are valued is clear in the way their work is displayed around the school. It is clear in the ready praise given by all adults when it is deserved. It is clear in the school's strategies for awards, certificates and mention in the 'Golden Book' at the school entrance.
6. High expectations of pupils' behaviour are set out, both in and out of classrooms. Pupils have a good understanding of what is required of them and the school is successful in ensuring very

good behaviour that has a strong and profound effect on the quality of learning. One example of this was during a long rehearsal for a forthcoming school production. Year 5 and Year 6 pupils concentrated intently on the rehearsal and were so well behaved that no reminders were needed about what was expected. The rehearsal time available was used to maximum effect. Teachers provide very good opportunities for pupils to work together in pairs and in small groups. Pupils make the most of these opportunities because they have well developed social skills that help them to get the best out of each other. The school provides many opportunities for pupils to take part in public events, to welcome visitors to school and to go on visits out of school. All these enhance the development of a broad understanding of the wider world and individual pupils' place in that world. Very good opportunities are provided for pupils' cultural development. The basic curriculum provides many examples of pupils learning about the world of art, music, the culture of past civilisations in history and of present society in geography and personal and social education. A very good range of opportunities is presented in religious education for pupils to understand about the Christian faith and to set this understanding in the context of their learning about a wide range of other faiths and cultures. There are very good opportunities to learn about different societies in far-off lands, for example, through the school's very effective link with Kenya and the high quality work in association with a resident Japanese student. However, the recognition of and understanding of the multi-cultural dimension of current British society is less well promoted. The provision for pupils' spiritual, moral, social and cultural development is very good. It has a strong impact on the overall quality of learning in the school. It results in high personal standards: in attitudes to learning, in behaviour, in relationships and in personal responsibility and maturity.

The learning opportunities provided are very good; the curriculum fully meets requirements and is very well enriched in many directions.

7. At the time of the previous inspection shortcomings were identified in a number of curriculum areas, particularly in design and technology and in ICT. The full programmes of study were not being taught. Standards were not as good as expected. There were limitations to teacher understanding of what should be taught. Resources were inadequate. The school has made a full and complete response to these shortcomings. As a result, standards throughout the school are now as good as those expected for pupils of similar age in design and technology and in ICT. The school acknowledges that some of the improvement has been recent and in ICT in particular there are gaps in pupils' experiences as the school makes up lost ground. However, a very effective strategy for tracking and assessing progress in ICT identifies where gaps exist and the school is active in covering the necessary ground. The curriculum strengths identified at the previous inspection have been maintained. In particular, the curriculum for English, mathematics and science has been refined, leading to above and often well above average National Curriculum test results when pupils are eleven. The curriculum for children in the Reception class is very good. The school makes effective provision for those pupils who have learning difficulties. It has high expectations and appropriate provision for those pupils who have the potential for higher attainment. On a day-to-day basis, the school manages efficiently the complexities of having pupils of different year groups in the same class.
8. There is very good provision for personal, social, health and citizenship education, including relationships and sex education, drugs awareness and an awareness of the hazards of alcohol and tobacco abuse. Beyond this, the school ensures a rich, varied and meaningful curriculum through visitors into school and visits out of school. Recent visitors include an Indian dancer and a didgeridoo instructor. Pupils have made visits to a science and technology exhibition, to historical sites and into the environment for geographical field studies. There is also a wide and interesting range of activities for pupils to pursue out of school hours. Parents believe the school

provides good learning opportunities for pupils. Pupils say they enjoy the relevance of the work they are expected to do. The inspection team agrees that the curriculum provided is very good.

Teaching is very good and this leads to very good learning on the part of the pupils.

9. In the lessons seen during inspection all were judged to be good or better and about three lessons in four were very good. Lessons are well planned, making clear to pupils what the learning intentions are and basing the content of the lesson clearly on what has been previously learned. Teachers are crisp in the way they introduce new material and engage pupils well through effective questioning. The type of questions asked are usually those that challenge pupils' thinking. A good strategy frequently employed is that pupils are expected to explain their answers. Teachers have good subject knowledge and this resolves some of the shortcomings at the previous inspection where teachers were not sufficiently up to date with the material required to teach design and technology and ICT effectively. Teachers teach the basic skills of English and mathematics well and good use is made of the national strategies for teaching literacy and numeracy. There are very positive relationships between adults working in the classroom and pupils. This is a characteristic of the school to be found in all year groups. There is respect for the teachers' authority but at the same time a mutual openness and friendliness between teachers and pupils. As a result, there rarely need to be words of caution and all available teaching time is used productively. Teachers design interesting tasks, usually making appropriate arrangements for those pupils who find learning difficult and designing extension tasks to challenge the learning needs of pupils with the potential for higher attainment. Good use is made of learning resources and this includes the way additional resources are used so that those pupils with learning difficulties are helped to visualise what they are learning. There are very good partnerships between teachers and learning support assistants. Good use is made of the skills of all adults working in the classroom.
10. These strengths in the quality of teaching ensure that the work in the classroom is effective and that pupils learn very well. They quickly assimilate the basic skills of literacy and numeracy. Tasks are well designed to use these skills efficiently across the curriculum. Pupils' attitudes towards their learning and towards their tasks are positive because they know that their contributions will be valued and respected. They are well motivated to work hard and concentrate for long periods. They take pride in their work. The work of most pupils is careful, accurate and neat. Because they are well disciplined and because teachers have established a working routine very well, pupils get through a good volume of work in the time available. Because there is such a positive learning environment, results, especially but not only in English, mathematics, science and art and design, are above those expected for pupils of a similar age and frequently well above expectations.

The school is right to be proud of its effective partnership with parents.

11. The school has a strong partnership with parents. This is a considerable enhancement to the confidence pupils have in the school and in the quality of learning. Information gathered before the inspection – including the results of the school's regular canvass of parental opinion – shows how strong the partnership is. A good number of parents attended the meeting with inspectors and a higher proportion than usual returned the inspector's questionnaire for parents. All the information available indicates the confidence parents have in the way the school is run and how it relates to them and their child. Good relationships exist at the school gate where the headteacher and members of staff are quick to discuss any concerns before and after school. Parents acknowledge that staff are readily accessible at other times as necessary. Annual reports to parents meet requirements; although there are ways in which reports could be more specific about how well their child is doing and what he or she can do next to make further

progress. A good range of formal opportunities is in place for parents to meet their child's teacher to discuss progress. The school sends a wide range of informative newsletters to keep parents in touch with school matters.

12. Above all, the school appreciates the work of the Friends of Madley School Association. This organisation is the collaborative work of staff, parents and friends of the school. It arranges social and fundraising events. The money raised has done a great deal in recent years to enhance the school accommodation and to supplement resources. Parents are always welcome to support in the classroom. Many do so regularly, including all those supporting the preparation of scenery and costumes for the school play. The school and governing body are quick to identify the specific experience and expertise of parents so that it can be used to benefit the school. An interesting feature of the relationship between home and school is the small but valuable part of the school library containing books about issues for parenting. The partnership between parents and the school is an important element in raising the profile of the school in the community and in benefiting the learning of the pupils.

WHAT COULD BE IMPROVED

The development of the school library.

13. Since the previous inspection the school has made extensive improvements to the accommodation and resources. In particular, it has developed its provision for ICT. The inadequate accommodation for younger pupils has been improved and now provides a good environment for their learning. The school acknowledges that during this time it has not been possible to devote finance and time to the development of the school library. The library has not had a permanent home during the development of other areas. It now has a permanent base. The library is one of the few areas where provision of resources is not good. As pupils have good basic reading skills, this is the one major area of school resourcing that has the potential to raise pupils' standards even further, especially in their independence as learners and in the use of research skills. The school has already identified this as a priority.

There are occasions when the school allows pupils more than ten working days absence in an academic year.

14. Attendance at the school matches the national average for all primary schools. Authorised absence is above the average for all schools while there is no unauthorised absence. Scrutiny of school registers shows that there are occasions when an absence of more than ten school days is authorised. This is an unusual circumstance. Parents are normally allowed two school weeks to take family holidays. There is national guidance about the amount of time families are entitled to absent their child from school in any one school year.

A higher than expected amount of delegated funding is carried over from year to year.

15. The school is very careful in the arrangements it makes for budget setting, the provision of resources and the use and development of the accommodation. This has ensured well-maintained premises, a good level of teaching and other staff and resources that are well calculated to provide for the age range of pupils and the curriculum. As a matter of prudent management, the school keeps a sum of money in reserve each year, to allow for emergencies and to maintain staffing levels should pupil numbers change. Changes in pupil numbers have a significant impact on the finance available in any one year. The sum of money currently held in reserve at eight per cent of total funding available is not excessive but is larger than normal.

National guidance is that no more than three to five per cent of delegated funds should be held in reserve. The amount held in reserve at present is smaller than it has been in past years but it is still in excess of the guidance. This is a situation requiring careful monitoring.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In seeking to confirm and improve the effectiveness of the school, the headteacher, governors and staff should:

- (1) Plan for the development of the school library.
- (2) Check on regulations and national guidance about what constitutes authorised absence.
- (3) Clarify national guidance on school contingency funds and how much delegated funding should legitimately be held back in the interests of careful financial management.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	14	5	0	0	0	0
Percentage	0	74	26	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	150
Number of full-time pupils known to be eligible for free school meals	N/A	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year ¹	2002	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (89)	95 (89)	95 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (89)	95 (95)	95 (95)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	8	15	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	14	14	14
	Total	21	20	21
Percentage of pupils at NC level 4 or above	School	91 (88)	87 (79)	91 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	14	12	14
	Total	20	18	21
Percentage of pupils at NC level 4 or above	School	87 (88)	78 (75)	91 (96)
	National	73 (72)	74 (74)	82 (82)

¹ Where the number of boys and girls separately is less than ten, results are not published. This applies at the end of both Year 2 and Year 6.

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
148	2	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	1	0
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)	6.8
Number of pupils per qualified teacher	22.1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	107

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	377220
Total expenditure	376473
Expenditure per pupil	2510
Balance brought forward from previous year	29187
Balance carried forward to next year	29934

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 = 59%

Number of questionnaires sent out

150

Number of questionnaires returned

89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	56	40	1	1	1
Behaviour in the school is good.	36	57	4	1	1
My child gets the right amount of work to do at home.	44	44	6	2	3
The teaching is good.	71	26	2	0	1
I am kept well informed about how my child is getting on.	42	48	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	18	6	2	0
The school expects my child to work hard and achieve his or her best.	71	26	1	0	2
The school works closely with parents.	55	36	9	0	0
The school is well led and managed.	57	35	4	1	1
The school is helping my child become mature and responsible.	57	36	2	1	2
The school provides an interesting range of activities outside lessons.	61	29	6	0	2

Other issues raised by parents

One or two parents had concerns to mention but there were no concerns shared by a large number of parents that represented major issues for the school to deal with. A very small number of parents expressed concern about the management of the needs of pupils who find learning difficult, both within and beyond the school. One or two had concerns about the way classes were arranged, especially where pupils of different year groups have to be in the same class. There were some individual concerns, not shared by other parents. All these matters have been discussed with the school. Where relevant, the inspection team's views are detailed elsewhere in the summary and commentary of this report.