

## INSPECTION REPORT

### **PRESTON PRIMARY SCHOOL**

Preston, Hitchin

LEA area: Hertfordshire

Unique reference number: 117404

Headteacher: Mrs P. Canning

Reporting inspector: Mrs A.J.Pangbourne  
23818

Dates of inspection: 10<sup>th</sup>-11<sup>th</sup> February 2003

Inspection number: 247775

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
Gender of pupils:	Mixed
School address:	Back Lane Preston Hitchin Hertfordshire
Postcode:	SG4 7UJ
Telephone number:	01462 451734
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Blyth
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Preston Primary School is situated in the village of Preston, near Hitchin. It draws most of its pupils from the village and the neighbouring villages of Kings Walden, Langley and Ley Green. A few pupils live in Luton and Hitchin. The socio-economic circumstances of the pupils are broadly average and two per cent claim a free school meal. Children's attainments on entry are broadly average, but cover the full range of attainment. At the time of the inspection, there were 82 pupils on roll. There were eight pupils with special educational needs, ranging from dyslexia to moderate learning difficulties. No pupils have a Statement of Special Educational Needs, which is below average. There are no pupils from ethnic heritages and no pupils speak English as an additional language. There are slightly more girls than boys with twice as many girls in Years 1, 2 and 3. A significant number of pupils leave the school to attend local independent schools. There has been difficulty in filling staff vacancies.

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

This is a very effective school with many very good features. Attainment on entry is broadly average for most children and pupils attain well above average standards by the time they leave the school at the end of Year 6. Pupils do very well because the quality of teaching and the leadership and management by the headteacher and governors are very good. The school provides very good value for money.

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

- Standards in English, mathematics and science are well above average by the end of Year 6 because the quality of teaching is very good.
- Standards in design and technology have improved significantly since the previous inspection and are now above average by the end of Year 6. This is because the school places good emphasis on the subject.
- The headteacher and governors provide very good leadership and management. In this small school, they make very effective use of teachers for the benefit of all pupils.
- The school provides very good opportunities for personal, moral and social development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.
- The curriculum is enriched by regular opportunities to spend a whole day studying a particular theme or subject. This contributes very positively to the standards attained.

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

- The organisation and use of the library to encourage pupils to want to read more challenging texts.

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

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

There has been very good improvement since the previous inspection in 1998. Standards in English, mathematics and science have risen significantly, particularly in mathematics and science and have been broadly well above average in recent years. In some years there has been significant mobility amongst the pupils, with some pupils leaving to attend local independent schools. In the very small year groups this can effect standards overall so the school does well to maintain high standards. The quality of teaching and learning has improved with much more teaching judged to be very good. The school has very successfully addressed the issues pointed out in the previous inspection. Provision for homework has improved and pupils use their literacy and numeracy skills very well across the curriculum. Cost effectiveness has improved because the school thoroughly evaluates its spending and uses imaginative ways to make the very best use of teaching staff. The school is on course to meet its challenging targets and is well placed to make even further improvement.

## STANDARDS

Given the very small number of pupils in each year group, too much emphasis should not be placed on any one year's performance. Consequently, the requirement to report on pupils' attainment compared with both all schools and similar schools is lifted. However, in the most recent National Curriculum tests at the end of Year 6, the performance of pupils was very high in English, well above average in science and average in mathematics. All pupils reached the expected Level 4 in English and science, with most pupils reaching the higher Level 5. In mathematics, although most pupils reached the expected Level 4, a smaller proportion reached Level 5. Last year's test results for pupils at the end of Year 2 were above average in mathematics, well above average in reading and writing and below average in science. Here again, the number of pupils in the year group was small.

Standards for children at the end of the reception year were not investigated fully on this inspection. However, inspection evidence shows that children are on course to attain the early learning goals in communication, language and literacy and are achieving as they should. Inspection evidence shows that, by the end of Year 2, standards are above average in reading, writing, mathematics and science and pupils are achieving well. By the end of Year 6, standards are well above average in English, mathematics and science. Standards are above average in design and technology. The pupils are achieving very well from their average starting point on entry to the school. Standards were not investigated in any other subjects. Standards in mathematics are higher this year by the end of Year 6 because the school has focused on using and applying mathematics. The proportion of pupils with special educational needs can effect standards overall in very small year groups and this is why standards are slightly lower in reading and writing this year by the end of Year 2. Standards are higher in science because of the increased emphasis on the subject. Pupils with special educational needs make very good progress and higher attaining pupils also do very well. There is no significant difference in the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and try hard to succeed. They enjoy coming to school because they are offered interesting activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous. They behave very well both in and out of classrooms.
Personal development and relationships	Very good. Pupils take their responsibilities seriously and older pupils look after younger ones. Relationships are very good and teachers know their pupils very well.
Attendance	Very good. It is well above the national average.

- The School Council provides pupils with very good opportunities to take part in democratic decision making. Very good records are maintained to show the reasons for decisions and pupils feel that their views are valued.
- Attitudes to learning were very good in nine out of ten lessons and were never less than good.

## TEACHING AND LEARNING

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

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

The quality of teaching is very good and leads to very good learning. The quality of teaching was never less than satisfactory and nine out of ten lessons were judged to be good or better with seven out of ten being very good. The quality of teaching is consistently high throughout the school. The quality of teaching of literacy and numeracy skills is very good. Strengths in the quality of teaching include very high expectations and the use of challenging questions to provoke thought and extend learning. Interesting tasks are very well planned to ensure that pupils, including those with special educational needs and higher attainers are fully challenged. The way in which teachers ensure that the needs of pupils in the mixed age classes are very well met is another positive feature. In the best lessons, teachers explain what pupils are going to learn at the beginning of lessons. As a result, pupils have a very good understanding of their own learning and work hard. Pupils show very good levels of independence.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. It is enriched by a wide range of extra-curricular activities and the many visitors to the school, who share their expertise. A very positive feature is the 'theme' days where pupils throughout the school spend a day studying a subject in depth.
Provision for pupils with special educational needs	Very good. Teachers and classroom assistants provide very good support in lessons and tasks are very well planned to meet their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral and social development. Good provision for spiritual and cultural development. The school very effectively promotes collaborative and co-operative work that has a very positive impact on pupils' personal development. The school prepares pupils well for life in a multicultural society.
How well the school cares for its pupils	Very good. Teachers know their pupils very well and effectively monitor their personal development.

- A particular strength is the way in which the school employs specialist teachers for science, music, art and design, French and sport. This contributes very positively to the exciting curriculum.
- The curriculum meets statutory requirements.
- The progress of individual pupils is carefully tracked and extra support is provided when necessary to ensure that they reach their potential.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very strong and caring leadership, enabling all staff to give of their best. She sets a very good example in her own teaching and is committed to continual improvement.
How well the governors fulfil their responsibilities	Very good. The governors play a very effective part in the management of the school, contributing to high standards in many of its aspects.



The school's evaluation of its performance	Very good. The school evaluates its performance very well and takes steps to ensure improvement. For example, the recent focus on investigative skills in the 'real life' mathematics day contributes positively to the improved standards. The school has already identified that the library is in need of improvement.
The strategic use of resources	Very good. The school manages its budget to provide specialist teachers for several subjects and to give a high ratio of adults to pupils from reception to Year 2. This means that the small number of pupils in each of these year groups can be taught separately for part of the day. As a result, their needs are very well met and the youngest children are offered a very appropriate curriculum.

- The school applies the principles of best value very well and evaluates all spending very carefully.
- Many of the library books are old and unchallenging and the library area is not conducive to the development of research skills.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The teaching is good and their children are expected to work hard.</li> <li>• The school is well led and managed and parents are comfortable to approach the school with any questions or concerns.</li> <li>• The children make good progress and they are encouraged to be mature and responsible.</li> <li>• A good range of activities are provided outside lessons.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more homework to be provided and others would like less.</li> <li>• Some parents would like the school to work more closely with them.</li> </ul>

The inspection team fully supports the positive views held by parents. With regard to their concerns, they found that the amount of homework is similar to that found in many schools. Most parents hold the school in very high regard and the school makes every effort to involve them. During the inspection, a good number of parents were helping in school. The school provides a good range of information evenings for parents but these are poorly attended. Parents are invited to help with activities on the 'theme' days and regular questionnaires ask parents for their views on a range of issues.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards in English, mathematics and science are well above average by the end of Year 6 because the quality of teaching is very good.**

1. A significant factor leading to well above average standards in English, mathematics and science by the end of Year 6 is the high quality of the teaching. It is consistently high throughout the school and pupils build effectively on the skills that they have already learned. Particular strengths include very high expectations and the very effective use of challenging questions that provoke thought and extend learning. Teachers share what pupils are going to learn at the beginning of lessons and check their understanding at the end. As a result, pupils have a very good understanding of their own learning and work very hard to succeed. Tasks are very well planned to be both interesting and to meet the needs of pupils of all ages and levels of attainment in the mixed age classes.
2. In a very good English lesson for pupils in Year 5 and Year 6, very thorough planning ensured that all pupils were well challenged according to their level of attainment. Challenging questions about the text 'The Red-headed League' allowed the teacher to find out what the pupils had understood. Questions such as 'What is the plot? Who are the characters?' kept the pupils very well focused and allowed them to recap on what they knew so far. Pupils with special educational needs received very good support from the classroom assistant, who gave discreet help, so enabling them to take part in the discussion. Very effective links between 'mystery' stories and television series contributed very positively to their understanding.
3. Similar strengths were seen in a very good mathematics lesson for pupils in Year 5 and Year 6 taken by the headteacher. Here, pupils were encouraged to use a range of strategies to solve calculations involving the area of a rectangle. Very clear explanation and well prepared resources ensured that pupils learned how to record data to show the relationship between the circumference of their head and their height. Higher attaining pupils were very well challenged and they were expected to express their results as a formula. The pupils went on to investigate the relationship between the perimeter and area of 'nets' of various sizes. The headteacher challenged pupils' thinking by saying 'Is there another way of expressing that?' The pupils tried very hard to meet her very high expectations. At the end of the lesson, homework tasks were set to meet the needs of pupils of different ages and levels of attainment that were well matched to what the pupils had learned in the lesson. This contributes very positively to the standards attained.
4. Pupils in Year 5 and Year 6 are taught science by a specialist teacher. In the very good lesson seen during the inspection, the pupils used mirrors to identify their tongue, gums and teeth. Very high expectations meant that pupils used correct scientific vocabulary when describing what they could see. They examined their teeth closely, reaching conclusions about their shape, size and number. Questions such as 'Are any teeth missing?' and 'Have you any fillings?' motivated the pupils, who sensibly shared their findings with each other. The very effective use of resources maintained the pupils' attention and contributed very positively to learning. For example, pupils learned more about the shape and function of their teeth by looking at a chisel, a pronged fork and serrated files and compared them to their front teeth, incisors and molars. Pupils were encouraged to record their work promptly by the promise that they were going to taste some foods to see which teeth they would use for different types. This very effective use of resources maintained pupils' interest and contributed to the high standards in the subject.

**Standards in design and technology have improved significantly since the previous inspection and are now above average by the end of Year 6. This is because the school places good emphasis on the subject.**

5. At the time of the previous inspection, standards were below average and there were insufficient opportunities to build on previous learning and develop skills. Tasks lacked challenge and materials were limited. The school has worked very hard to address these weaknesses, resulting

in above average standards by the end of both Year 2 and Year 6. Samples of work show that the school places strong emphasis on the subject and uses it to support cultural and personal development. For example, pupils in Year 1 make corn muffins and pumpkin pies after a visit from an American. Pupils make cakes and pancakes to celebrate Hanukkah. Pupils in Year 2 design their own cab to attach to an axle, with one pupil using a spring mechanism for a 'tip-up' truck. They use 'wind-up' mechanisms to make roundabouts and design their own Christmas hats. Older pupils in Year 3 and Year 4 design machines to lift water out of a river using a pulley, gears and levers. Their evaluations show good use of information and communication technology skills. These evaluations show that pupils worked in groups and gave points for the final drawing, design making and testing before recording the totals in block graphs. Pupils in Year 5 and Year 6 design banners of high quality for the local church. Their plans and designs for pneumatic models are well evaluated. Models of a mediaeval 'Knights Templar' monastery using wood, card, straw and stones are of high quality.

6. Of particular note is the way that pupils are encouraged to experiment and find out for themselves. This contributes positively to the improvement in standards. Several examples were seen during the inspection where pupils developed their skills very effectively. Pupils in Year 1 examined a 'slide' mechanism to find out how it worked before designing a moving picture to support a story book. Good attention to safety ensured that pupils learned to use a range of tools and materials. Older pupils in Year 2 devised a hinge to attach a door to their 'tiger traps'. They used their previous knowledge of how to use a hole punch and tags to help them. Effective use of the pupils' models enabled the teacher to explain the task and for pupils to suggest what might work. Ample opportunity for 'trial and error' ensured that all pupils made good gains in their understanding by the end of the lesson.
7. This emphasis on experimentation to support learning continues as pupils move through the school. In a lesson for pupils in Year 3 and Year 4, pupils were at different stages in the construction of their houses. Some were completing the frame, ensuring that the corners were well supported, while others were designing the façade or roof for their house. Other pupils were making their façade, carefully measuring match sticks to fit their designs. The way in which the teacher encouraged all pupils to experiment and find the most appropriate tool or method to use was very good. Very effective encouragement from parent helpers and other adults ensured that all pupils were very well supported and showed justifiable pride in their work. By Year 5 and Year 6, pupils have well developed skills. They show a good understanding of what works well and what can be improved. Their paper mache picture frames are of good quality and show close attention to detail and suitability for purpose. In the lesson seen for these pupils, very well chosen resources enabled them to examine a wide range of vases and bowls before designing their own. A useful prompt sheet with questions such as 'How will I make it stand up?' encouraged them to look closely at the resources on display to discover different methods, before choosing the most appropriate for their design. All teachers show an enthusiasm for the subject that is very successfully transferred to the pupils. An example of the pupils' enthusiasm is evident in the high quality construction kit models brought from home to support their project about 'Space'. The owners of the models were secure in the knowledge that they would be admired and respected by other pupils.

**The headteacher and governors provide very good leadership and management. In this small school, they make very effective use of teachers for the benefit of all pupils.**

8. The headteacher has a very clear vision for the continual development of the school focused on high standards and the inclusion of all pupils, regardless of background. She shares this view very effectively with governors and staff, resulting in a committed team that works very well together towards common goals. As a result, pupils do very well by the time they leave the school. There are several reasons why the school is so successful. The headteacher, governors and staff thoroughly analyse performance and take steps to address any weaknesses. For example, a 'real life' mathematics day was introduced to improve opportunities for using and applying mathematical skills. As a result, standards are rising. Standards in writing have improved as a result of individual writing targets and well-annotated samples of writing to show progress. Results for individual questions in national tests are closely examined to identify areas for improvement. The progress of

individual pupils is closely monitored and extra support is provided when necessary to enable pupils to meet their targets.

9. The role of the governors is very good and they play an active part in the management of the school. They show a very strong commitment to continual improvement and have a very good understanding of the strengths and weaknesses of the school. They have already identified that the library is in need of development. Of particular note is the imaginative way in which they manage the budget to the benefit of all pupils. As in many small schools with small and variable numbers of pupils in each year group, it is sometimes necessary to have classes with pupils of different ages. To ensure that the needs of all pupils are met as well as possible, the school makes very effective use of staffing. For example, pupils in reception, Year 1 and Year 2 are in one class group. However, the school staffing allows for this class to have two teachers and a nursery nurse. Consequently, pupils in Year 2 are taught separately in their own classroom for literacy, numeracy and science. Pupils in Year 1 and children in reception can also be taught in separate year groups. This is particularly important for the youngest children, who are not yet ready to begin the programmes of study for the National Curriculum, and ensures that their curriculum is very appropriate to their needs. In the afternoons, the way in which the teachers work with pupils varies according to the activity.
10. Examples of this very successful organisation were seen during the inspection. For example, the small number of pupils in Year 2 wrote their version of 'The Rainbow Fish' from the point of view of one of the fish. Very good support from the teacher, who encouraged the pupils with questions such as 'How do fish move?' enabled all pupils to offer vocabulary such as 'glide', 'dart' and 'dash'. The teacher moved around the group encouraging and praising. As a result, the pupils worked very hard because they knew that the teacher would be coming to look at their work. Pupils with special educational needs and lower attaining pupils were encouraged when the teacher said 'Lets see if you can get that finished by the time I come to you again!' The small number of pupils meant that each one could hold a fish puppet at the end of the lesson and answer questions posed by the other pupils. This organisation, where all pupils are offered tasks that are very closely matched to their needs, contributes positively to the high standards attained.
11. In a lesson for pupils in Year 1 and for children in reception, very successful organisation ensured that pupils in Year 1 worked with the teacher to learn about information texts. Children in reception worked in two small groups, one with the nursery nurse and the other with the classroom assistant. Older reception children learned the difference between a story book and a book about information before moving to the library to look for books about horses. Younger children drew pictures of themselves and the animal related to the Chinese year of their birth before moving into the role-play area to enact scenes in a Chinese restaurant. Other reception children had the opportunity to choose and record their chosen activity from those on a display board. This very good ratio of adults to children meant that the needs of all were fully met.
12. There are other ways in which the headteacher and governors manage the budget to the benefit of all pupils. The headteacher teaches for one day each week to give a little more flexibility in the staffing. This means that the school can employ a specialist science teacher for the oldest pupils each week. Consequently, their teacher can teach design and technology to pupils in Year 3 and Year 4. This very effective use of teacher expertise contributes very strongly to the high standards. The school also employs a specialist art teacher to run the weekly Art Club and to support other art activities. Work on display was of a very high standard. A music specialist teaches music throughout the school and because parents pay for sports specialists to assist with after school clubs, they provide free football coaching. A visiting teacher gives French lessons to all classes. Teachers are able to have time to plan lessons and monitor standards while their classes are taught by other teachers. All these initiatives contribute very positively to the standards attained. The funding carried forward to the next financial year is higher than might be expected because the school was given incorrect information about the budget and appropriately set funds aside to maintain the level of staffing.

**The school provides very good opportunities for personal, moral and social development, successfully encouraging pupils to show very good attitudes to their learning and to behave very well.**

13. Pupils of all ages behave very well and have very good attitudes to their learning. They enjoy coming to school because they are offered interesting activities. There is a strong emphasis on personal development and pupils are encouraged to solve their own problems from an early age. The School Council provides very good opportunities for pupils to take part in decision making. During the inspection, all pupils were able to offer suggestions for the next 'theme' day. All listened quietly to the views of others, offering comments such as 'I think that's great!' when asked. Older pupils gave reasoned suggestions such as 'If we have an Arts day, perhaps we could have some three-dimensional work for people who don't like drawing. It would give us a chance to learn new skills.' The headteacher noted all suggestions and arranged to meet the class representatives later in the week to discuss them. Discussion with older pupils shows that they feel that they can play a full part in the running of the school. Pupils are very positive about the school and know that their views are important. For example, the headteacher was recently offered financial compensation after pupils wrote to their County Councillor to complain about lack of repairs to the school boiler!
14. Older pupils take their responsibility for caring for younger ones very seriously. Examples were seen during the inspection where older pupils spontaneously cut up the lunch for the youngest children and helped them in the playground. Pupils are expected to play their part in the smooth running of the school and the way in which they respond to the trust placed in them is very good. They give out the hymn books in assembly; take responsibility for putting on the music and put away chairs afterwards. They help to sweep the floor after lunch and willingly undertake many jobs in their classrooms.
15. Many examples were seen where pupils were encouraged to work in pairs and groups, sharing resources and helping each other. Pupils spontaneously support those with special educational needs, saying 'Come on. You can do it!' In a personal and social education lesson for pupils in reception, Year 1 and Year 2, they were encouraged to talk to a partner about what they were good at. This good opportunity to discuss feelings and aspirations meant that pupils took some responsibility for setting their own targets for improvement. In a geography lesson for pupils in Year 3 and Year 4, they worked very well together in pairs to conduct a survey about features in the environment. The way in which pupils politely approached the inspector to include her in the survey was very good. This is another example of the pupils' very good social development. In an information and communication technology lesson for pupils in Year 2, they worked very effectively in pairs to control each others' movements through directional language.
16. Attitudes and behaviour in lessons were never less than good. They were very good in nine out of ten lessons. Pupils know that they are expected to behave very well and they try hard to meet these expectations. They are determined to succeed and are highly motivated. This is because tasks are interesting and the very good ratio of adults to pupils means that they can ask for help if they need it. They show very good behaviour as they move round the school, in particular the older children who are accommodated in an outside classroom. Opportunities to reinforce moral issues are taken in lessons and assemblies and all adults provide pupils with very good role models.

**The curriculum is enriched by regular opportunities to spend a whole day studying a particular theme or subject. This contributes very positively to the standards attained.**

17. The curriculum is enriched by the provision of 'theme' days. The content of these days is determined by a need to focus on a subject or aspect as a result of the schools' monitoring of its performance or from suggestions through the School Council. Work on display during the inspection illustrated a recent 'real life' mathematics day, where pupils throughout the school used their mathematical skills in real contexts. For example, the youngest children made passports for their teddies, after weighing, measuring and stating their ages and pupils in Year 1 planned and drew directions for their teddies to take on a grid on the hall floor. Pupils in Year 2 investigated different ways to make £5 as part of their toyshop studies, working out how much change to give.

Pupils in Year 3 and Year 4 investigated the contents of sweet packets, using information and communication technology effectively to record their work. The older pupils in Year 5 and Year 6 worked out the cost of a holiday for their family, converting currency to sterling and learned how to write cheques. All these opportunities make a positive contribution to standards in mathematics. As a result of the success of this day, another day has recently been devoted to the designing, evaluating and playing of mathematical games. Those on display were very attractive and of good quality.

18. Other 'theme' days have included a 'Commonwealth day' where pupils explored a wide range of issues from around the world. Visitors from Australia and India gave pupils a good insight into their cultures. A 'Readathon' day was enjoyed by both pupils and parent helpers. Sometimes the school focuses on a particular subject for a whole term to raise standards. For example, last year the pupils enjoyed a term of science which included visits from theatre groups, a science show, science workshops and an Astronomy road show. Pupils also visited Hitchin Fire Station and Letchworth museum to develop their scientific skills. This enrichment of the curriculum in ways that stimulate the pupils and encourage them to learn more contributes to the high standards attained.

### **WHAT COULD BE IMPROVED**

#### **The organisation and use of the library to encourage pupils to want to read more challenging texts.**

19. The school has already identified the need to improve the library and a review of the book stock is due to start shortly. The school is currently considering ways of resiting or improving the library. It is situated at the edge of the hall, which is also used for physical education, music, assemblies and for eating lunch. The current arrangements are not conducive for browsing or for the development of research skills and the lighting is poor. The way in which the books are currently displayed makes it difficult for pupils to find texts, although most are familiar with the cataloguing system. During the inspection, children in reception were taken to the library to find books about horses. They found this difficult because there were insufficient books on the subject that were suitable for their age group and it was difficult to identify the books from their spines. Older pupils are not inspired to choose more challenging texts because of the range of books and the way in which they are displayed. This impacts negatively on the standards in reading, which although above average are not as high as those in writing and speaking and listening.

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

In order to continue the very good work of the school and raise standards still further, the headteacher and governing body should now address the following in their action plan:

- (1) Improve the provision for the library by\*:
  - ensuring that all reading material is stimulating and inspiring to encourage pupils to want to read more challenging texts;
  - improving the provision of books to meet the needs of pupils of all ages;
  - improving the environment to be comfortable and conducive to browsing.

(See paragraph 19)

\* The school has already identified this as in need of improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	4

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	3	1	0	0	0
Percentage	0	72	21	7	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils known to be eligible for free school meals	2
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.9
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)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	8	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	10	11
Percentage of pupils at NC level 2 or above	School	100 (89)	83 (100)	92 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	11	10
Percentage of pupils at NC level 2 or above	School	100 (89)	92 (94)	83 (83)
	National	85 (85)	89 (89)	89 (89)

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

Where the number of boys and girls is omitted from the table it is because although the total number of pupils in the year group was more than ten, there were fewer than ten boys and girls in the year group.

The total number of pupils in Year 6 in the latest reporting year was less than ten and so the obligation to report standards for these pupils in relation to national tests and teacher assessments is lifted.

**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	82	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

**Teachers and classes**

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	20.1
Average class size	20.5

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	63

*FTE means full-time equivalent.*

**Financial information**

Financial year	2001/02
	£
Total income	263615
Total expenditure	249244
Expenditure per pupil	3077
Balance brought forward from previous year	22884
Balance carried forward to next year	37255

**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)	1
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	80
Number of questionnaires returned	45

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	56	0	0	0
My child is making good progress in school.	31	64	2	0	2
Behaviour in the school is good.	42	51	4	0	2
My child gets the right amount of work to do at home.	19	49	28	2	2
The teaching is good.	56	38	0	0	7
I am kept well informed about how my child is getting on.	21	65	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	29	56	16	0	0
The school is well led and managed.	53	47	0	0	0
The school is helping my child become mature and responsible.	49	44	2	0	4
The school provides an interesting range of activities outside lessons.	40	56	2	0	2

### Other issues raised by parents

Parents praised the 'theme' days and the focus on music. They like the improved number of educational visits that their children make.