

INSPECTION REPORT

STOWTING PRIMARY SCHOOL

Stowting, Ashford

LEA area: Kent

Unique reference number: 118682

Headteacher: Mrs Astrid Richardson

Reporting inspector: Mrs E W D Gill
17766

Dates of inspection: 3 – 4 June 2003

Inspection number: 247942

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Stowting Ashford Kent
Postcode:	TN25 6BE
Telephone number:	01303 862375
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Dorothy Gilbert
Date of previous inspection:	2 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stowting is a voluntary controlled village primary school that educates boys and girls between four and 11 years. The school serves a very wide area and includes pupils from as far away as Folkestone. The social circumstances of the families who attend the school cover a wide range and attainment on entry varies but is average overall. The proportion of pupils eligible for free school meals is below the national average. There are 89 pupils on roll and the school is smaller than most schools. There are 15 children in the reception class and all attend full-time. The proportion of pupils with special educational needs is just above the national average and the range of needs covers mostly moderate learning difficulties and complex hearing, physical and behavioural problems. The percentage of pupils from ethnic minority backgrounds and those who speak English as an additional language is very small.

HOW GOOD THE SCHOOL IS

Stowting Primary is an effective school with significant strengths. Pupils attained well above average standards in English and above average in science in the national tests at the end of Year 6 in 2002. In mathematics, standards were very high and in the top five per cent of schools nationally. Teaching is good, but very good in Years 1 to 6, leading to very good achievement as pupils move through the school. The very good leadership and management of the headteacher and good support of the governing body ensure clarity of direction and purpose. There is a strong emphasis on maintaining high standards and the school provides good value for money.

What the school does well

- Pupils attain well above average standards in English and mathematics and above average in science by the end of Year 6 because the quality of teaching is very good in Years 1 to 6.
- The headteacher provides very good leadership and management that has ensured good improvement since the last inspection and promotes consistently high standards. She is supported well by the governing body.
- Provision for music is very good. It enriches the curriculum and impacts very positively on the pupils' personal development, which is very good.
- The pupils' very good attitudes to learning and their very good behaviour contribute significantly to their learning.

What could be improved

- Aspects of provision for the children in the reception class, especially planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Since then, the school has made good improvement. The very few health and safety issues that needed attention have been tackled successfully. Some statutory requirements that were omitted from the school brochure and annual report to parents are now in place. The quality of teaching and learning has improved and there is a higher percentage of very good teaching. Since the last inspection, the governing body and the headteacher have been unwaveringly committed to improving the accommodation. They have been very successful in this endeavour and work will begin on the new building in October of this year. The headteacher has been very energetic in her pursuit of enriching the music curriculum and standards in music are now well above average. The school has a good capacity for further improvement. Schools set targets for the proportion of Year 6 pupils they think should reach the expected standard in national tests. In 2002, Stowting met its targets in English and mathematics. Future targets are challenging but achievable. During the last five years, the school's results have improved steadily, in line with the national trend.

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	A
Mathematics	C	A*	A*	A
Science	B	A	B	C

Key	
In the highest five per cent nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in English have been well above average in the national tests for the past four years and, in mathematics in 2002, the results show that the school was in the highest five per cent of schools nationally for two years running. In science, although standards were not quite so high, they have been consistently above average.

The findings of the inspection are that in the current Year 6, standards are well above average in English and mathematics; in science, standards are above average. Standards are well above average in music. This is very good achievement overall. The inspection judgement in mathematics of well above average standards rather than in the top five per cent of school is not significantly different and is due to slight differences of ability in the year groups. Small year groups also affect results and can result in considerable year-to-year variation. Those pupils who are deemed to be gifted and talented achieve well.

Most of the current group of reception children will meet the expected standard in all areas of learning by the time they join Year 1, and their achievement is sound. In Year 2, standards are well above average in writing and mathematics; in reading, standards are above average. The achievement of all pupils, including those with special educational needs, the very few who are from ethnic minority backgrounds and those who speak English as an additional language, is very good in Years 1 to 6. The needs of pupils who are deemed to be gifted and talented are met very well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are very enthusiastic learners. They have a confident approach to learning and listen very attentively. Pupils show a great interest in all that they do and they work very hard.
Behaviour, in and out of classrooms	Very good. There is a harmonious atmosphere throughout the school and pupils are consistently polite and courteous to adults and to each other. There have been no exclusions.
Personal development and relationships	Very good. Pupils act in a very mature and responsible manner and this reflects the very good ethos of the school. Relationships between all staff and pupils are very good.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 good overall, with very good teaching in Years 1 to 6. No unsatisfactory teaching was observed. Teaching and learning in the reception class are satisfactory. Although there are strengths in the teaching of English and an appropriate range of activities is provided for the children across all the areas of learning, there are weaknesses in planning and organisation of lessons.

In Years 1 to 6, the teaching of English and mathematics, including literacy and numeracy, is very good overall, and this is one of the reasons standards are high. Basic skills, such as punctuation, spelling, tables and measuring are taught very well. Pupils' learning in these aspects is very good in both subjects. There are several strengths in the quality of teaching. Most teachers have very good management and control of their pupils and no time is wasted in lessons. High expectations and effective planning result in pupils being given tasks that meet their particular needs well. The higher attaining pupils, for example, are challenged effectively and their achievement is better than expected. Teaching methods are usually very good and, sometimes inspiring, for example, in music and French, and this results in pupils becoming highly motivated to work hard. Efficient systems are in place for homework and teachers give very good feedback to the pupils. It is evident that homework, well supported by parents, has a significant effect on the very good standards attained in the school. Very good relationships are evident and the effective liaison between teachers and assistants has an impact on the very good learning that takes place. There were very few weaknesses observed in teaching, but it was noticeable that the oldest pupils in the school became restive at the beginning of a science lesson when the explanations and presentation did not motivate them sufficiently. The school meets the needs of all pupils well, including the very few from an ethnic minority background and who speak English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by the very good provision for music and French.
Provision for pupils with special educational needs	Good. Effective support for the pupils is carefully planned and organised by the teachers and assistants.
Provision for pupils with English as an additional language	Good. The very few pupils are supported well by the teachers and assistants and their attainment is in line with that of all other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school develops pupils' personal skills very well through the day-to-day life of the community and in lessons. The provision for music contributes to the pupils' development very effectively. Very good provision for moral and social development and good provision for spiritual and cultural.
How well the school cares for its pupils	Good. The school provides a very caring environment for the pupils, and child protection procedures are secure. There is a true family atmosphere and all staff are very supportive of pupils and each other.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is pivotal to the school's success and gives a very clear and focused direction to the work of the school, to the promotion of high standards and to very good relationships.
How well the governors fulfil their responsibilities	Good. The governors are very supportive and have established effective systems and very good links with the school.
The school's evaluation of its performance	Good. The school makes effective use of its analysis of the results of the school and national tests.
The strategic use of resources	Good. The school uses its resources well to support priorities in the school improvement plan and to raise standards.

The number of teaching staff is good and teachers are appropriately qualified. The accommodation is very limited but the school makes excellent use of all available space. The hard areas for playing and sport restrict pupils' natural exuberance, but the school field is a very good resource for recreation, physical education and scientific research activities. Resources are satisfactory overall. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, they are making good progress and the school helps them to become mature and responsible. • Behaviour is good and the school has high expectations. • The teaching is good and the school is well led and managed. • They feel comfortable about approaching the school with questions. • Their children are expected to work hard. 	<ul style="list-style-type: none"> • Information about their children's progress. • The school working more closely with parents. • More activities outside lessons.

The team agrees with the mostly positive views of the parents. However, the inspection team does not agree that the school gives insufficient information about their children's progress. The annual reports to parents are good. There is one formal meeting when parents can meet the teachers and they are given every opportunity to meet the teachers at other times. The number of activities offered to pupils outside lessons is good when the size of the school is considered.

At the pre-inspection meeting, several parents commented about a lack of sporting opportunities for their children. The inspection team has explored this issue thoroughly and judges that the school does its best to provide a reasonable curriculum, particularly for the pupils in Years 3 to 6. The pupils, including those in reception and Years 1 and 2, are taken to a local sports centre each week for swimming lessons and other sporting activities. It is unusual for young pupils to be given the opportunity to develop their swimming skills. The school is aware of the parents' concerns and will ensure that parents are fully informed of all the sporting opportunities the children are given.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well above average standards in English and mathematics and above average in science by the end of Year 6 because the quality of teaching is very good in Years 1 to 6.

1. Baseline assessments show that the attainment of children on entry to the school at four years old is average, although there is a wide range of attainment. Standards of attainment by the end of Year 2 have improved in reading and writing since the last inspection and have been maintained in mathematics. The results of the national tests at the end of Year 2 in 2002 indicated that pupils' standards of attainment were well above average in reading, writing and mathematics. Inspection evidence shows that standards of attainment for the present group of Year 2 pupils is well above average in writing and mathematics; in reading, standards are above average. The achievement of all pupils, including those very few from an ethnic minority and those who speak English as an additional language, is very good.
2. In the end of Year 6 national tests in 2002, standards of attainment were well above average in English and, in science, above average. In mathematics, however, the results indicate that pupils' attainment is in the top five per cent of schools nationally. This indicates improvement since the last inspection. Inspection evidence for the present group of pupils by the end of Year 6 indicates that standards will be well above average in English and mathematics and above average in science. The achievement of all pupils, including those with special educational needs, is good. The inspection judgement of well above average in mathematics rather than in the top five per cent of schools nationally is not significantly different, and is due to differences in ability in the year group. In this small school, one pupil out of a group of 12 can make a difference of eight percentage points. In music, by the end of Year 6, pupils are attaining well above average standards and their achievement is very good.
3. The quality of teaching is very good in Years 1 to 6 and, together with the organisation of small groups for English and mathematics, explains why pupils attain such high standards. There are many strengths in the teaching that ensure that pupils make very good gains in their learning both in lessons and from entry into Year 1. The literacy and numeracy strategies are used effectively to promote pupils' learning in English and mathematics and there are good links with information and communication technology. Teaching across other subjects observed and evidence from a scrutiny of the displays in the school show that pupils receive a wide and varied curriculum. For example, in an example of very good teaching in French for Years 3 and 4 pupils, the teacher conducted most of the lesson in French and expected the pupils to do so as well. All the pupils were very keen to 'have a go' at translating the story read in French and were fairly accurate. This is better than expected attainment for eight and nine-year-old pupils.
4. Challenging questions and high expectations in English ensure that very good learning takes place and higher attaining pupils are being challenged well. In an example of very good teaching in Year 6, the pupils went into role in pairs to learn how to present a balanced argument. The teacher had prepared the lesson well and the pupils had a copy of a letter sent by a fictitious town council that was, to say the least, very upsetting for tenants. In their role play, the pupils showed very good speaking and listening skills and used appropriate voices and gave their balanced arguments for not agreeing with the council's representative. Their knowledge and understanding moved forward considerably when they wrote a script of their dialogue. Their writing was well above average in presentation, spelling, handwriting, punctuation and content. A few included stage directions.
5. Excellent planning in English in a poetry lesson for Year 3 ensured that all the pupils were busy working all the time and knew exactly what was expected of them. Very good learning of how to write poetry took place as planning was linked to the different abilities of the pupils. All managed to write a poem in the expected time and showed above average standards overall in their use of punctuation and rhyme. In an example of very good teaching in the Years 1 and 2 class, very good use of the well-trained assistant, as well as a competent student, ensured that the pupils received high quality support. The activities were well adapted to suit all the pupils' needs and the teacher's

very good management and control resulted in pupils working hard all the time on their tasks and making very good progress. Their 'tongue-twisters' showed a good command of the use of words as well as competence in the use of dictionaries. The pupils enjoyed reading their poems aloud and all the others listened with interest.

6. In mathematics, in an example of excellent teaching in the Years 1 and 2 class, the pupils' skills and knowledge of capacity were well above average and they knew that the jugs they were using contained one litre, and the higher attaining pupils knew that one litre is the same as 1000 millilitres. Excellent pupil management strategies ensured that the pupils achieved the task of checking and recording the amount of water in different containers without any fuss. An excellent introduction of how to estimate prior to measuring, resulted in pupils approaching the task very sensibly and working very well together; they used their initiative to appoint one person to write down their estimations and list the containers. Pupils used small white boards to record their work efficiently and used mathematical vocabulary very well. Very effective use of resources was made in this lesson.
7. Evidence from the work scrutiny in mathematics showed a very good coverage of the curriculum as well as excellent use of homework to revise work previously covered. Marking throughout the school is good and gives a clear direction to the pupils on what to do next in order to improve. There is a good mixture of the teachers' own planning and commercial worksheets, and pupils have clearly worked very hard and filled several exercise books and folders. A high proportion of the Year 6 pupils are working at an above average level in mathematics and use appropriate vocabulary with ease. In the Year 6 lesson observed, the pupils' very good habits of learning and thinking skills were evident as they worked with high levels of concentration to complete the activities. Teaching of basic skills is very good and the pupils' knowledge of tables, of how to estimate and how to convert a large number of grams to kilograms, for example, is excellent.
8. In a science lesson observed in the Years 3 and 4 class, the quality of teaching and learning was very good because very effective strategies were used to ensure that pupils of both age groups and with different needs were given appropriate tasks to move their learning forward. The teacher's very good knowledge and understanding of the subject resulted in pupils developing very good investigative skills as well as working with each other collaboratively. There were effective links in the lesson with mathematics when pupils used their numeracy skills to measure and draw bar graphs to show the results of their work. Evidence from the work scrutiny in science for Year 6 showed that good teaching is ensuring that pupils have plenty of opportunities to investigate and predict what will happen when they organise experiments. They have also been taught well how to make conclusions. Pupils are becoming more confident when evaluating their own work and there is good evidence of thorough assessments being carried out by the teacher. The scrutiny of Year 4 science books showed above average standards with practically all pupils able to explain what a fair test is and how to design an investigation with well-phrased predictions.

The headteacher provides very good leadership and management that has ensured good improvement since the last inspection and promotes consistently high standards. She is supported well by the governing body.

9. The headteacher provides very good direction for the work of the school. She is highly motivated, very energetic and focused on ensuring that the organisation of the school has an impact on very good standards in all subjects. The headteacher was in post at the time of the last inspection and has continued with the grouping systems she had in place then, which work very effectively. The very few issues identified as weaknesses at the last inspection have been addressed successfully. In addition, there have been improvements in the provision for music, which is now very good. This is due to her determination to raise the profile of music in the school as well as to improve links with the community. The governing body has been very supportive of the school and has worked enthusiastically and successfully with the headteacher to ensure that the accommodation of the school will improve. Work on the new building will begin later this year.
10. The headteacher is a very good role model and has set very high standards in the school for the pupils' attitudes to learning and their behaviour. The systems for homework in the school work very

efficiently and parents are fully appreciative of the good progress their children are making. It is clear that the consistent homework and feedback given by teachers contribute to the high standards pupils attain. Every parent indicated in their response to the questionnaire that the school expects their children to work hard and achieve their best. The headteacher is on the county working party for gifted and talented pupils and has given professional development to the staff as well as creating a school register. As a result, the needs of all gifted and talented pupils are met well. There is a high commitment in the school to promote very good relationships, equality of opportunity and racial equality for all staff and pupils, and this reflects the impact of the school's policy.

11. The headteacher, together with the governing body, uses the school's funding effectively. There are four classes in the school and, except for the reception class, there are two year groups in each class. In order to improve efficiency and ensure a maximum climate for learning for pupils in Years 3 to 6, the year groups are reorganised each morning into four separate teaching groups for the teaching of English and mathematics. The headteacher commits her own time to teaching one group and the school employs a part-time teacher to teach another. This has proved to be very successful in practice as the ratio of teaching staff to pupils is very small. The pupils are given every opportunity to succeed because of the amount of time that can be given to them individually.
12. The headteacher is also the special educational needs co-ordinator and is a good manager. Parents are involved at all stages and receive regular reports on their children's progress. At the meeting for parents prior to the inspection, parents praised the school for identifying their children's needs quickly. The classroom assistants are effective and very sensitive to the needs of the pupils. There is good liaison between the teachers and assistants, who support the pupils well.
13. The headteacher tracks the pupils' progress effectively. Areas of possible weakness have been identified and discussed with the governors. An independent education consultant is employed by the school and visits at least termly. He has been very helpful acting as a 'critical friend' and has monitored teaching and work sampling. Members of the governing body also monitor teaching and have specific aspects at which to look; for example, the behaviour and attitudes of the pupils. The headteacher has little time to monitor teaching and learning in the classrooms, although she examines the planning consistently. She is aware of the need to monitor the development of subjects in the classroom through a well-focused programme that will further strengthen teaching and learning.
14. In order to overcome the problems of a small school with limited accommodation, the headteacher has set up a number of initiatives over the past few years. In order to meet the needs of the physical education curriculum, links have been made with the local sports centre where the pupils are taken each week either for swimming or for other sports, such as gymnastics. Links have also been made with pupils in one of the feeder secondary schools to enable Years 5 and 6 pupils to send emails to secondary pupils who are keen on science, to answer puzzling questions. Although this link is in the early stages of development, the pupils have enjoyed receiving the replies that have encouraged their learning. There are good links with the local teaching college and students are supported well in the school and enjoy their experience. The student who was observed teaching during the inspection was happy with her placement and is making good progress. The headteacher's focus on improving music in the school has resulted in very effective links with King's College, Cambridge. One of the teachers at the college has been given time to work with the school choir and to encourage them to join the services at King's as well as performing their repertoire in the cathedral. This has had a significant impact on the self-esteem of the choir and their personal development as well as improving their performance.

Provision for music is very good. It enriches the curriculum and impacts very positively on the pupils' personal development, which is very good.

15. Provision for music is now very good and this is an improvement from the last inspection when it was judged to be good. The reasons for the improvement are, firstly, that the headteacher and governing body are determined to ensure that all pupils in Years 3 to 6 have the opportunity to learn the recorder without parents having to pay for the tuition. The governing body deliberately

made this decision in order to ensure that music has a high profile in the school. A qualified musician from the authority is also employed to teach small groups of pupils the recorder. In addition, each week an accomplished musician visits the school for one hour and takes all pupils in Years 3 to 6 for singing.

16. In an example of very good teaching of music in Years 3 and 4, the teacher's very effective methods ensured that the pupils made good progress in reading simple notation. Very good methods and a systematic approach, taking the pupils through each line of music methodically, resulted in pupils being able to take individual parts by clapping the rhythm. By the end of the session, pupils were able to perform four different parts in small groups. This was very good achievement in a short space of time. Pupils showed that they can follow hand signals as though from a conductor, and can control quite complex sequences. At the end of the lesson, gamelan music was played and created a spiritual atmosphere that was very calming. Very high expectations were evident in this lesson and good links were made with the religious education unit of work on Hinduism and the 'Ramayana' story.
17. The quality of teaching and learning of singing is very good. The visiting musician is an excellent pianist and this encouraged the pupils to sing very well following her lead on the piano. She ensured that the pupils knew which words to focus on in each verse of the hymns they sang and highlighted the need to use their lips, tongues and mouths to articulate each word carefully. The pupils showed good control of pitch, dynamics and rhythm, particularly in the version of, 'The Lord is my Shepherd', which was particularly tricky. A third of the pupils in the school are in the choir and this is a very high proportion.
18. Similarly, the number of pupils who are learning to play the recorder is unusually high. Most of the pupils in Years 3 to 6 have recorder lessons and are learning to read music competently. Teaching and learning are excellent with very focused lessons, no time wasted and with good teaching of specific points to rehearse and remember, such as posture and how to hold the recorder appropriately. The pupils are expected to practise consistently at home and the lessons are very well balanced with an emphasis on practising scales to begin with followed by a performance. The higher attaining pupils are achieving very high standards and are learning to play the treble and tenor recorders as an accompaniment. The provision for music contributes very well to the pupils' personal development. They are used to working together in groups and giving performances; their confidence and self-esteem is enhanced and their creative efforts are appreciated by their teachers and parents.

The pupils' very good attitudes to learning and their very good behaviour contribute significantly to their learning.

19. In this aspect of the school, high standards have been maintained since the last inspection. In their response to the pre-inspection questionnaire, all parents made it very clear that behaviour is very good. Throughout the school, pupils' very good attitudes to learning and their behaviour make a strong contribution to the orderly environment in which effective learning takes place. Pupils enjoy coming to school and feel secure and valued. The very good relationships that exist at all levels in the school contribute significantly to a climate of mutual respect and enthusiasm for learning. There is a true family atmosphere with all staff and pupils supporting and caring for each other.
20. Pupils' attitudes to school are a strength and help to explain why standards are so high. In lessons, they are attentive and interested and this helps them to absorb new knowledge. They are confident in asking questions, follow instructions carefully and settle quickly to their tasks showing very good levels of concentration. Pupils work very well independently and in a group, sharing resources and valuing each other's work. They tackle new work with enthusiasm and confidently share their ideas with each other in pairs or groups and have a strong desire to improve. For example, in a Year 4 English lesson where pupils' attitudes and behaviour were judged to be excellent, collaborative work was very good and resulted in groups of pupils learning very effectively about how to write persuasively. In a Year 6 English lesson, the pupils worked in pairs preparing a dialogue to present a reasoned argument. Relationships between pupils were excellent and they

were able to perform their dialogue for the other pupils with humour and a sense of occasion that showed maturity beyond their years. The younger pupils in the Years 1 and 2 class behaved very well in a science lesson showing very good attitudes to the task they were given. All pupils were very sensible, worked hard and enjoyed the activity. During a French lesson, when the teacher ensured that the content of the lesson was fun, the pupils enjoyed playing the game using French vocabulary and were always controlled and well behaved. They thoroughly enjoyed this lesson.

21. Behaviour is very good in most lessons, around the school and in the playground. Pupils agree their classroom rules and abide by them well. They are clear about how they are expected to behave and respond well to the school's firm but sensitive approach to school discipline. Very occasionally, the oldest pupils are a little restive if they are not challenged sufficiently at the beginning of a lesson. Pupils enter and leave the 'hall' at the beginning and end of assemblies in an exemplary manner, which is no mean feat as there is barely enough room to accommodate them. Behaviour during the assembly observed was excellent and helped to create an atmosphere appropriate to prayer and reflection. The oldest pupils are expected to encourage the youngest to behave well in assemblies. They collect them from the reception class and sit with them. The 'buddy' system works very well and is giving the reception children an understanding of the expectations of the school.

WHAT COULD BE IMPROVED

Aspects of the school's provision for children in the reception year.

22. The school recognises that its provision for the 15 children in the Foundation Stage, although satisfactory, is not of similar quality to that found in the rest of the school. It is evident that the classroom for these young children is very small and an awkward shape, and the school has done its best to organise an outdoor covered area as an additional learning environment. This is used well and the children are provided with an appropriate range of activities across all the areas of learning to ensure that most children will meet the expectations of the Early Learning Goals. During the next academic year these problems with the accommodation will be solved when work begins on the new building.
23. The teacher ensures that children are taught the basic skills of literacy and numeracy appropriately overall, and work is planned to meet their differing learning needs. The quality of teaching observed was satisfactory and this is the same judgement that was made in the last inspection. There were strengths in the teaching of the literacy hour when the children wrote a letter to 'Mr Wolf' and used the school's fax machine to send it to him. Classroom routines have been established appropriately and the children feel secure. The strength of the reception provision is the use and support of the classroom assistant who is sensitive and efficient.
24. The school has improved planning for this age group since the last inspection and the areas of learning are now covered appropriately. However, there are a few weaknesses in planning that lead to some lessons not flowing smoothly from one activity to the next. After the well-organised first session of a literacy lesson, for example, when all of the children were involved and giving their best attention, they were given different tasks either with the adults or to work on their own. In this session, several children lacked direction and did not concentrate fully on the tasks, although the group with the assistant worked well. Too many children worked with the construction toys in a corner where they had little room to learn effectively. The children who worked with the teacher were restless and not looking after the resources appropriately. It was evident that planning was not effective for all the children in the activities session of the lesson. In addition, the learning objective identified in the planning is not always clear and the children are rarely told what they are going to learn.
25. The quality of teaching and learning was satisfactory in a music lesson. The opening session of the lesson that used a tape of Asian music when the performers vocalised sounds, did not engage the children sufficiently. This, again, is an example of where planning is not entirely effective. Only one or two children were able to identify the human voice and several began to chat to each other inappropriately. However, when the teacher began to sing, showing the children how to join in, their

behaviour improved and they enjoyed making machine noises by making appropriate clicking, clacking or shushing noises when it was their turn. The planning for this part of the lesson was successful.

26. Although the teacher uses her good singing voice effectively to bring children to sit by her quietly, her strategies of managing and controlling the class in direct teaching sessions are not always successful. This results in inappropriate chat and a lack of attention in a few lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the very good standards already attained, and improve the provision further, the governing body, headteacher and staff should:

- (1) improve the provision for the children in the Foundation Stage by:
 - ensuring that opportunities are given for teachers to observe the very good teaching in the school and improve their practice;
(paragraphs 24, 26)
 - improving planning for lessons so that the learning objectives are very clear and all children are given appropriate starting points for their learning.
(paragraphs 24, 25)

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	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	2	5	0	0	0
Percentage	10	53	11	26	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	89
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	21
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.2
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	2002	4	5	9
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	89 (86)	100 (93)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (100)	100 (86)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	5	10

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	90 (75)	100 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

When the number of pupils is ten or below, they are not printed in the grids to avoid identification

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	0	0	0
White – Irish	1	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)	5.3
Number of pupils per qualified teacher	17
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	250,821
Total expenditure	256,948
Expenditure per pupil	2,824
Balance brought forward from previous year	18,295
Balance carried forward to next year	12,161

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	89
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	43	2	2	0
My child is making good progress in school.	57	38	0	2	2
Behaviour in the school is good.	57	40	0	0	2
My child gets the right amount of work to do at home.	33	43	14	2	7
The teaching is good.	55	36	2	0	5
I am kept well informed about how my child is getting on.	50	21	26	0	2
I would feel comfortable about approaching the school with questions or a problem.	69	19	12	0	0
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	50	19	24	2	5
The school is well led and managed.	50	36	10	0	5
The school is helping my child become mature and responsible.	52	43	2	0	2
The school provides an interesting range of activities outside lessons.	31	45	21	2	0