

INSPECTION REPORT

SWINDERBY ALL SAINTS CE PRIMARY SCHOOL

Swinderby, Lincoln

LEA area: Lincolnshire

Unique reference number: 120539

Headteacher: Mr J Day

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 30 June – 1 July 2003

Inspection number: 248147

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
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Finch
Date of previous inspection:	3 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is much smaller than the average primary school, although it has grown substantially over recent years. There are 128 pupils on roll aged between four and 11 at which age they transfer to a range of local secondary schools. They are organised into five mixed-age classes. There are few pupils from ethnic minority backgrounds, and none with English as an additional language. Standards on entry of a significant number of pupils are below average, as shown by their early assessment in the reception class. There is a below average proportion of pupils on the register of special educational needs, most of these pupils have moderate learning difficulties or emotional and behavioural difficulties. There are no pupils with a statement of special educational need. The level of mobility is high, as the school has grown over recent years. This has meant that a significant proportion of pupils taking the national tests at eleven have not been long at the school.

HOW GOOD THE SCHOOL IS

This effective school is providing a good education for its pupils. Standards are often above average and the pupils achieve well. The quality of teaching is good. The leadership and management are of good quality and the school is a very caring environment in which pupils can learn and mature. Considering all factors, the school provides good value for money.

What the school does well

- The school has worked hard to raise the standard and content of pupils' writing.
- Teachers provide many opportunities for pupils to use computer skills in other subjects and to develop the school's international links.
- The art and design and dance curriculum is of a high standard.
- The relationships between pupils are very good.
- The teaching assistants provide very effective support for teachers and pupils.

What could be improved

- The teaching does not always offer sufficient challenge or ensure that time is managed effectively in lessons; junior teachers do not insist on pupils' work being sufficiently tidy and well presented.
- The co-ordination of the non-core subjects and other aspects of the school's work need to be reviewed in the light of staffing changes.
- The curriculum for the Foundation Stage needs to include better provision of outdoor activities and be more closely tied to the nationally agreed early learning goals.

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 November 1997. Since then, the level of improvement has been good, and the school is well placed to continue improving in the future. The key issues from the last inspection have been largely addressed. Standards have continued to be inconsistent from year to year but this is due to the size of the cohorts and the continuing growth of the school, resulting in pupils joining in the later years. The curriculum leadership in the core subjects has improved and this has had a clear impact on standards, especially in writing. The curriculum planning has improved and assessment procedures are now good with pupils being set individual targets in English and mathematics. Information and communication technology is used widely across the curriculum. The physical education curriculum has changed since the last inspection, and now meets the requirements of the National Curriculum. The school development plan is sufficiently detailed and practical.

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	D	B	C	E
Mathematics	B	A	B	B
Science	A	B	A	A

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

The table above shows that in 2002, the Year 6 pupils achieved standards that were average in English, above average in mathematics and well above average in science. When compared to schools with pupils from similar backgrounds, standards were above average in mathematics and well above average in science, but were well below average in English. This was due largely to poor writing results and the high proportion that failed to reach the expected level. However, most of these pupils joined the school late in their careers and those who had been in school for longer performed well, showing good achievement over time. Over the last five years, the standards have improved at a rate broadly in line with that found nationally. When the test results in Year 6 are compared to the results the same pupils achieved in Year 2, their achievement is well above average in science, above average in mathematics, but below average in English, due to the lack of progress made in developing writing skills. The writing standards were low and the school has worked hard and successfully to improve them.

Since the last inspection, standards by the end of Year 2 have improved, although the small cohort size makes year-on-year comparisons insecure. In 2002, standards in mathematics were above average and they were average in reading and writing. When compared with schools that take pupils from similar backgrounds, standards were average in mathematics and below average in reading and writing. However, this cohort has a significant number of pupils with special educational needs.

Pupils in the Foundation Stage make satisfactory progress in most areas of learning, although less so in their physical development. The current standards in English, mathematics and science in Year 6 are broadly in line with those evident in the tests last year. However, standards in writing are much improved in the reception, infant and lower junior classes, although these improvements have yet to have an impact on the oldest pupils. The targets set by the school are sufficiently challenging. The early indications from the 2003 tests are that the results for Year 2 pupils have improved, especially regarding the proportion reaching the higher levels. In Year 6, teacher assessment shows that standards have been broadly maintained although the science results have improved since last year, and in this year's test, it is likely that over 60 per cent have achieved a level higher than that expected. Throughout the school, standards in art and design, dance and information and communication technology are above those expected. The arts work contributes greatly to the pupils' cultural development. The effective use of computers is found in almost all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are interested in the activities offered to them and show pride in their achievements; however, the presentation of much of their work is poor.
Behaviour, in and out of classrooms	Good. The majority behave well and older pupils are often observed helping younger ones.
Personal development and relationships	Good. Discussion with older pupils shows a developing maturity. Pupils get on well together when, for example, they are asked to talk about their work in lessons.
Attendance	Good. The attendance rate is above average.

The relationships between pupils are good. There are many examples of older ones helping others and of pupils who join the school at times other than is normal being well assimilated into the school's positive ethos.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 teaching is at least satisfactory throughout the school. There is good teaching in all three key stages. The teaching in English and mathematics is at least satisfactory and often good. Literacy and numeracy skills are used across the curriculum, although teachers do not always identify this in their planning. Teachers plan using the National Literacy and Numeracy Strategies and this is largely successful in ensuring lessons are effective and pupils' learning is good. In a number of lessons, the time is not used effectively as it could be, the shared work as the end of lessons is too short and ineffective, and the pupils are not sufficiently challenged by the work provided. Relationships between teachers and pupils are good and this has a positive impact on the learning. Teachers know the pupils well and are aware of their needs. The teaching of those with special educational needs is good, and the teaching of higher attaining pupils is developing. Teachers celebrate pupils' work well through displays but too often in the junior classes the good quality presentation found in this work is not transferred to pupils' books, where the work is too often untidy and poorly presented.

The work of teaching assistants is very effective. They are well prepared for their work by teachers and good communication ensures that they feedback the results of their work at the end of lessons. When working with small groups, often the less able, the teaching assistants are able to keep all their pupils working hard and they ask good questions that result in good learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All statutory requirements are met. The reception pupils need more opportunities to work and play outdoors.
Provision for pupils with special educational needs	Good. Pupils have appropriate individual education plans with good targets, and the work of the teachers and support staff ensures that good progress is made in the pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The provision for pupils' social and moral development is good, while for their cultural development it is very good. The provision for their spiritual development is satisfactory.
How well the school cares for its pupils	Good. Assessment arrangements have improved and in, for example, information and communication technology they are effective in recording what skills and knowledge pupils have learned. Procedures for child protection and health and safety are good.

The school provides good opportunities for pupils to meet others through cultural events such as dance festivals. The school is developing very good international links that are widening the pupils' horizons and their understanding of others' lives. In addition, older pupils have opportunities to experience some modern foreign language teaching.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key	Good. The headteacher provides good, enthusiastic leadership and the staff work together well as a team. The school is well managed and always looking to introduce new ideas, such as the international links.

staff	
How well the governors fulfil their responsibilities	Good. The governing body has a good structure and holds the school to account by monitoring its work regularly.

The school's evaluation of its performance	Good. This has had a positive impact on standards, as is evident in the improvements in writing standards.
The strategic use of resources	Good. Grants and other funds are used well to improve the provision for pupils and to raise standards as, for example, in information and communication technology provision. The small deficit last year is due to be cleared by the end of this year.

The role of subject leaders remains to be developed further in the non-core subjects. The monitoring of pupils' work needs to be more rigorous to improve its presentation. The school provides best value in its work.

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. • The teaching is good. • Their children are making good progress. • They are kept well informed about how well their children are doing. • They feel comfortable approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The amount of homework their children get. • A wider range of activities outside of lessons.

The inspection findings support the parents' positive views about the school's work and what pleases them most. Children clearly enjoy school and the teaching is often of good quality. The homework provision is broadly typical for a school of this type but it is not supported by all parents, who could do more to ensure their children complete the work provided. The school offers a good range of extra-curricular and enrichment activities in the arts, music, sport, many different visits and visitors, and a residential trip for the older pupils each year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has worked hard to raise the standard and content of pupils' writing

1. In recent years, pupils' standards in writing have been below those expected for their ages. The Year 2 test results show a consistently below average picture until 2002 when the improvements the school has put into place produced results in line with those found nationally, although still below those for schools that take pupils from similar backgrounds. Although all of the pupils taking the test achieved the expected minimum level in 2002, too few achieved the higher level. Even so, this represented an improvement over previous years. Boys have tended to do slightly worse than girls in the tests but this has not been significant and is caused by cohort differences rather than by the teaching. The early indications are that more pupils have reached the higher levels in this year's tests, supporting the inspection evidence that achievement in writing has improved.
2. Since 1998 the results in English at the end of Year 6 have been more inconsistent and at a lower level than those in mathematics and science. Results have ranged from above to below average, but this is consistent with the small size of the cohorts and the differences between them. However, this has been more evident in English than it has in mathematics or science. When compared to the results of schools that take pupils from similar backgrounds, standards in English in 2002 were well below average and they were below average when compared to the same pupils' attainment when they were tested at the end of Year 2. The improvements put in place over the last two years have yet to have sufficient impact on the older pupils where writing standards are still below average.
3. The school recognised that the standards in writing were having a negative impact on test results and that the quality of the writing throughout the school was lower than it should be. A range of measures was put in place to address this, including training for staff. Teachers take more opportunities to model writing for pupils. In one very good lesson for pupils in Years 1 and 2, the teacher had produced pages with illustrations as an effective resource to show pupils how to enter factual text and set it out with sub-headings. In another part of the lesson, the teacher used deliberate errors to reinforce pupils' understanding about the use of question marks in their writing. Since the last inspection, the school has monitored pupils' writing more closely and every child does a piece of unaided writing each term, to which teachers give a level to assist in the tracking of pupils' progress. The use of national 'catch-up' schemes offering additional literacy support for pupils who are underachieving has also had a positive impact on standards.
4. Teachers provide very good opportunities for writing for different purposes. Year 4 and 5 pupils drafted persuasive letters on a range of subjects. In Years 1 and 2, pupils decided after surveying traffic patterns outside the school to write a very mature letter to the local council about possible traffic calming measures, to which they received a reply. They have written instructions for the use of a Victorian dolly tub for washing clothes. They have made good books about creatures such as frogs, and in geography have produced written arguments for living in St Lucia.
5. Good use is made of opportunities such as registration time for the practice of writing and spelling skills. In one class, pupils used dictionaries to respond to questions regarding 'its' and 'it's'. The drafting and re-drafting of work plays an important part in the raised standards. Year 5 and 6 pupils created stories about the Flood in religious education, and then produced newspaper style reports using computers. When writing factually about George Stephenson from information found on the Internet, Year 2 pupils use sub-headings appropriately. Imaginative writing has improved greatly. For example, in a good lesson with Years 5 and 6 pupils, a joint class fantasy story has been developed over a series of lessons. This shows a growing understanding of chapters and paragraphs, and a very good imaginative set of events to solve the dilemmas faced by the main protagonist.

Teachers provide many opportunities for pupils to use computer skills in other subjects and to develop the school's international links

6. Computers are used regularly in a range of subjects and in many lessons. The school has a useful, small suite for dedicated information and communication technology work, and all classrooms now have Internet

access through modern computers. Resources have improved recently with the purchase of a digital projector and a new programmable robot. The digital projector was used effectively in one lesson to demonstrate the use of a database to Year 3 and 4 pupils. The subject co-ordinator is knowledgeable and enthusiastic and has had a positive impact on the standards. However, she has not had opportunities to observe teaching or to sample pupils' work with them. The teachers have been trained through a national scheme and this has improved their knowledge and their confidence in teaching the subject. The school also offered training to enable some parents to help pupils in school.

7. The available funds are used effectively to extend the software available. The teachers have devised a good assessment system based on the learning objectives from the nationally agreed scheme. Some teachers have added to this by devising further assessments and collections of samples of pupils' work. The school has a new website that is in the process of being developed.
8. Due to the lack of resources, older pupils have had little experience of programming toys, although this weakness has been addressed. They use a website in science lessons to research information on minibeasts. This effectively extends their scientific knowledge and develops their information and communication technology skills. However, pupils who have been working on the computer are not often asked to take part in the shared work at the end of lessons or to communicate what they have been doing to the rest of the class. Older pupils can describe how they have used computers for creating bar charts in science, and recording weather information onto software. They have used a computer-linked microscope to study fruit. Groups of pupils have worked together to produce good PowerPoint presentations on environmental issues. One group won a local authority competition with their work describing how they wanted to create an environmental garden at the school. They used different backgrounds to good effect on their slides, and used a range of methods for presenting and adding text, as well as merging photographs and clipart images.
9. Year 6 pupils were observed entering scientific observations they had made about dandelions onto a Spreadsheet. The teaching assistant supported them very effectively and this enabled them to produce a range of graphical information and correctly to label the axes on their graphs. Reception pupils have learned to select and merge digital photographs and clipart with other text and to print their work. They learn to click and drag pictures when building a pictogram. Year 4 and 5 pupils are able to cut and paste text, changing font sizes and styles, to create good quality work. In Year 1, they can create effective symmetrical patterns using art software. In religious education, a visit to the church resulted in the use of a word bank and picture bank to produce a good report. Year 2 pupils have used CD Roms to research accurate information about other countries. In one very good project, pupils studied fabrics using a microscope linked to the computer before creating their own woven patterns using a range of materials.
10. The use of information and communication technology has been instrumental in encouraging and helping develop the school's growing international links. These began with a visit to Spain by some staff, in a group from the local authority, to compare the provision and teaching of information and communication technology with Spanish teachers. Following this the school organised a World Awareness project in the school after training for some staff, and this enhanced the citizenship teaching. Different classes focused on different countries, and some of these links have developed and remain strong. For example, links to a Hungarian school resulted in an exchange visit by some Hungarian pupils who stayed with children and families in the village. This offered very good opportunities to learn more about other cultures and lifestyles, and was based on contacts first made by e-mail. Other classes tried French food and learned some French words and songs.
11. A link with a German school has also been agreed and pupils exchange e-mails describing their likes and hobbies. Older pupils have had e-mails from a school in France. At school, pupils exchange information with both countries about the weather, after study of the school weather station. Within the school, displays encourage knowledge about a range of cultures. One classroom, for example, has a range of greetings in different languages displayed on the door. Plans include taking part in a European project to share ideas and good practice between different countries. This will involve sharing cultural information and the possibility of visiting or exchanging with teachers and pupils across Europe.

The art and design and dance curriculum is of a high standard

12. Art and design, and dance have a high profile in the school and this has been recently recognised through the award of an 'Artsmark'. Through physical education lessons and after-school clubs, pupils have

opportunities to take part in a range of different styles of dance. The school organises traditional dance such as country and maypole dancing, and also the chance for pupils to experience modern dance. These opportunities are extended through entry into dance festivals that give pupils the opportunity to perform to a wider audience and also to learn from the work of others and by meeting and watching pupils from other schools.

13. The school works closely with a local secondary school, which has specialist arts school status. Members of staff from there have worked in the school with pupils and with teachers. Recently a series of dance lessons resulted in a modern dance based on life among the Incas. In another innovation, pupils and staff have joined others from local rural schools in a joint dance project after school. A further dance observed during the inspection was based on a circus theme. The pupils taking part clearly enjoyed doing so and did so confidently, showing how this work helps their personal development.
14. The school began maypole dancing eight years ago. All pupils have the opportunity to experience this through physical education lessons, or in a lunchtime club. They perform at village events and for three years they have taken part in a festival at Lincoln Castle. Their personal and social development is enhanced by the way the older pupils help teach the younger ones, leading to some quite complex dances. Year 1 and 2 pupils take part in country dancing in physical education lessons and they dance in pairs, performing a variety of moves and following the music well. The annual productions put together by the staff at, for example, Christmas now regularly include a dance element, alongside opportunities for drama and singing.
15. Children start dance in the reception class. In one good lesson, they showed better than expected skills in moving at different speeds. The teacher chose appropriate music to illustrate fast and slow movements, and also made good use of poetry to inspire children to create imaginative dances. They moved with care and confidence.
16. Visiting artists have worked on visual arts with pupils creating mosaics, resulting in some very good work, including a plaque illustrating the school and village. In addition, a children's author has visited to talk about his writing. In Years 3 and 4, very good large-scale sculptures are being created to complete a topic during which pupils have looked at a range of modern and older works. Groups are making very large animals or fantasy figures from chicken wire and papier-mâché. These are of very good quality and are very well made. In some earlier work, children used natural materials to create a large sculpture in the school grounds.
17. The scrutiny of pupils' work shows a wide range of good quality artwork linked to various subjects. Year 5 and 6 pupils have made very good three-dimensional Victorian scenes illustrating home life, shops and mines. They have used clay to create very good quality string puppets with jointed limbs, many of which were completed with clothing at home. Very good clay plaques have been made to illustrate the creation myth from Benin. Other artwork imaginatively represented dreams using a variety of media. Year 4 and 5 pupils have linked art and design, and design and technology to produce some very imaginative and well-made chairs for specific purposes or sitters. Year 1 and 2 pupils studied the work of Mondrian before using the computer and the line and fill tools to create their own very good versions. They have produced some very good observational drawing, including an excellent study of bark. In Year 2, pupils studied self-portraits and, using a mirror, did some very good and detailed observational pencil drawings of their faces. These were then enlarged and coloured very effectively with watercolour paints. This developed colour-mixing skills to a good level as they created skin tints.
18. Opportunities to listen and appreciate music are missed in assemblies, when a good selection of music is played to create the correct atmosphere, but teachers do not discuss the music, the theme, composer or instruments used. The singing in assemblies relies on support from recorded choirs singing the hymns, but the pupils are able to sing tunefully and grow in confidence, especially during the choruses. In reception and Years 1 and 2, pupils sing a hymn requiring one group to lead and the others to answer. They do this tunefully and with evident enjoyment. A recently started singing club has offered junior pupils opportunities to sing and perform. They have learned an African song and this has increased their multicultural understanding. They are also able to perform a very ambitious modern film theme song enthusiastically. A new subject leader takes over the role for music next term and this provides the opportunity to extend the already good cultural curriculum.

The relationships between pupils are very good

19. Pupils get on well together in classrooms and in the playground. Good examples were observed during the inspection of older pupils helping younger ones, and of pupils co-operating in their work. For example, in dance lessons, pupils moved with care and consideration towards others, and those performing to the school showed a high level of co-operation in, for example, maypole dances.
20. The best teaching offers pupils regular opportunities to discuss their learning in pairs. This is very good practice and results in pupils supporting their learning by explaining their ideas to others.
21. One of the ways the school develops these very good relationships is through assemblies where pupils are encouraged to celebrate their achievements and take pride in something they have done, and to recognise the talents of others. The difference between celebrating achievement and 'showing off' is made clear.
22. The Year 6 pupils demonstrate a mature and reflective attitude towards their schoolwork and life in the school. They can recognise changes since the last inspection and they recognise and appreciate improvements such as the lockers. They can see how cross-curricular links make good connections between subjects, and also how work in subjects they like can improve that in those they are less enthusiastic about. Although there are very few pupils from ethnic minorities in the school, they are able to appreciate the detrimental effects of racism and the impact of their actions on others.

The teaching assistants provide very effective support for teachers and pupils

23. The number of teaching assistants has grown in recent years and they are now a vital part of the school's support for pupils' learning. They are knowledgeable and hard working and offer teachers very good support, especially in literacy and numeracy lessons. Assistants have very good relationships with the pupils, and this enables them to control and help the most difficult pupils well. This has a positive impact on pupils' learning.
24. The communication between teachers and teaching assistants is very good. Assistants are aware of what lessons aim to achieve and of what their role is to be. They often have written plans or instructions, detailing what is expected. At the end of lessons they have opportunities, often in writing, to feedback to teachers how well the session went and what had been the learning made by the group.
25. Assistants have a very important role to play when supporting teachers in more practical subjects. For example, in one class the teaching assistant provides very good support for pupils working on large sculptures of animals, enabling groups to work separately while the rest of the class work with the teacher. The use of additional programmes supporting underachievers in literacy has relied heavily on the teaching assistants who have done the training and run the sessions with small groups of pupils well, resulting in clear progress being made in time for the national tests.
26. Teaching assistants often work with pupils using the computers. For example, in reception, children learned to create a pictogram with the teaching assistant's support. They are helped to count the items and to answer questions about the information presented. In Year 6, pupils used computers in the suite to create graphs from databases with very good support from the teaching assistant.

WHAT COULD BE IMPROVED

The teaching does not always offer sufficient challenge or ensure that time is managed effectively in lessons; junior teachers do not insist on pupils' work being sufficiently tidy and well presented

27. The work does not always offer sufficient challenge to pupils. For example, in some lessons, and from evidence in the pupils' books, all pupils, whether in different year groups or of different prior attainment, are given the same tasks to complete. In one physical education lesson the lack of sufficiently challenging tasks resulted from the teacher having too low expectations of the pupils' capabilities.
28. The lack of challenge has an impact on the pupils' attitudes towards their work. For example, in one mathematics lesson, reception pupils found a computer activity too easy and because of this, they became noisy and easily distracted. In an English lesson, the length of time available resulted in Year 3 and 4 pupils losing some interest and the lesson suffered from a lack of pace. Insufficient time was left for

pupils to share their work with the others. The time available in the session before morning break is too long for one lesson and the organisation of the timetable should be reviewed.

29. The scrutiny of pupils' work showed that, in too many cases, pupils do not take sufficient care over their work, resulting in writing that is untidy and work that is badly presented or carelessly completed. Worksheets are often stuck into books in a haphazard way and pupils are not learning good work habits.

The co-ordination of the non-core subjects and other aspects of the school's work need to be reviewed in the light of staffing changes

30. The co-ordination and leadership of English, mathematics and science have improved since the last inspection. The subject co-ordinators have opportunities to monitor and evaluate the teachers' planning and to observe teaching. However, the co-ordination of the non-core subjects is less well developed and needs to be improved. The changes to the staffing for next term provide the school with a good opportunity to review the staff's responsibilities and to improve the role of co-ordinators.
31. More time needs to be found to enable co-ordinators to evaluate teaching and learning and the effectiveness of the planning. Although the feedback procedures after co-ordinator monitoring are well established, there is insufficient challenge to raise standards in some areas. For example, the poor presentation of pupils' work has not been addressed through the monitoring process.

The curriculum for the Foundation Stage needs to include better provision of outdoor activities and be more closely tied to the nationally agreed early learning goals

32. The school has recognised the need to improve the outdoor facilities for the reception class. At present, they have little opportunity to play with large toys, sand and water, or to develop the independence expected through choosing from a sufficiently large range of indoor and outdoor activities. The scrutiny of the planning, and discussions with staff, show that the planning for the youngest pupils is not based sufficiently on the early learning goals and nationally agreed areas of learning. This is hindering their progress towards some of the early learning goals for their personal, social and emotional development, and their physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. To address the areas for improvement found during the inspection, the governing body, headteacher and staff should:
- improve the quality of teaching by:
 - ensuring work is well matched to pupils' prior attainment and is sufficiently challenging;
 - using time more effectively to ensure lessons are not too long, and parts of lessons are of sufficient length;
 - raising expectations of the quality of the presentation of pupils' work;

 - improve the co-ordination of the non-core subjects by:
 - providing time for the role to be carried out successfully;
 - developing the monitoring and evaluation of the teaching and the quality of pupils' work;

 - improve the Foundation Stage curriculum by:
 - providing appropriate facilities and resources for outdoor work and play;
 - ensuring the curriculum is planned with a more clear focus on achieving the expected early learning goals.

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	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	7	5	0	0	0
Percentage	0	14	50	36	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 about seven 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)	128
Number of full-time pupils known to be eligible for free school meals	11

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

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	16
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	17	20	18
Percentage of pupils at NC level 2 or above	School	85 (79)	100 (74)	90 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	17	18	20
Percentage of pupils at NC level 2 or above	School	85 (74)	90 (68)	100 (89)
	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	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	11	12	14
Percentage of pupils at NC level 4 or above	School	79 (80)	86 (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	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	86 (80)	86 (80)	86 (87)
	National	73 (72)	74 (74)	82 (82)

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

Figures for boys' and girls' results are not published due to the small size of the cohort.

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	127	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	1	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)	5.9
Number of pupils per qualified teacher	21.7
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	89

Financial information

Financial year	2002/2003
	£
Total income	247,210
Total expenditure	254,921
Expenditure per pupil	2,090
Balance brought forward from previous year	5,190
Balance carried forward to next year	-2,521

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	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
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	128
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	0	2	0
My child is making good progress in school.	56	36	2	2	4
Behaviour in the school is good.	22	71	5	0	2
My child gets the right amount of work to do at home.	31	53	7	2	7
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	55	35	5	4	1
I would feel comfortable about approaching the school with questions or a problem.	64	27	4	5	0
The school expects my child to work hard and achieve his or her best.	44	53	2	0	1
The school works closely with parents.	45	42	7	4	2
The school is well led and managed.	38	53	7	0	2
The school is helping my child become mature and responsible.	42	51	2	4	1
The school provides an interesting range of activities outside lessons.	35	31	18	7	9