

INSPECTION REPORT

CARLTON MINIOTT PRIMARY SCHOOL

Carlton Miniott, Thirsk

LEA area: North Yorkshire

Unique reference number: 121374

Headteacher: Mrs K M Greaves

Reporting inspector: Mrs Penny Parrish
22380

Dates of inspection: 14 – 15 October 2002

Inspection number: 248251

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Carlton Miniott Thirsk North Yorkshire
Postcode:	YO7 4NJ
Telephone number:	01845 522088
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Tomlinson
Date of previous inspection:	2 February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school is situated in Carlton Miniott, a village about two miles from the market town of Thirsk. It is generally over-subscribed each year and over half of the pupils travel to the school from outside the immediate locality. The school is growing as the governors manage the gradual extension of the accommodation and an extra class has been added since the last inspection. There are 164 pupils on roll (79 girls and 85 boys), organised into six classes. Pupils are aged from four to 11 years; all are of white British origin.

On entry to the reception class, a wide range of attainment is represented but, overall, achievements are close to the average nationally. The turnover of pupils is higher than usual because families based at the local army barracks use the school. The percentage of pupils taking free school meals is two per cent, much lower than average nationally, although the socio-economic background of the pupils is about average overall. The number of pupils with special educational needs is low (eight per cent), but this includes a higher than average number of pupils (three per cent) with a statement of special educational need. These pupils have needs which include physical, linguistic, sensory and moderate learning difficulties. The school has recently qualified for the Investors in People award and, for the past two years, has received the national Schools Achievement Award in recognition of its improved standards.

HOW GOOD THE SCHOOL IS

Carlton Miniott Primary is a very successful school, deservedly popular within the locality. The quality of teaching is very good; the pupils have very good attitudes to their work and achieve very well. Above expected standards are attained in English, mathematics and science. The headteacher provides excellent leadership; she is very effective in maintaining the school's high expectations for all of its pupils and in organising very efficient management systems. Expenditure is a little more than average nationally but lower than for other schools locally of a similar size. Considering the high achievement of its pupils and the broad curriculum made available, the school gives very good value for money.

What the school does well

- The headteacher provides excellent leadership. Management systems are well thought out and highly effective.
- The quality of teaching is very good and, consequently, pupils achieve very well. Attainment is higher than average in English, mathematics and science.
- Pupils are very well behaved, confident and self-assured, which enables successful learning.
- The curriculum is interesting, varied and well matched to the needs of the pupils. The range and quality of activities provided outside lessons is very good.

What could be improved

There are no significant areas for improvement. The school's development plan is focused, through constant review, on maintaining the high standards achieved.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in February 1998 came soon after the appointment of the current headteacher. The school was found to be operating well in general but issues were identified to improve provision for the pupils' learning further. Staff and governors responded promptly and have achieved very good improvements, resulting in a significant rise in standards from average to well above average,

duly recognised through two consecutive Schools Achievement awards. Advances have been made in arrangements for curriculum planning, in the assessment of pupils' learning needs and in the quality of teaching. The role of the governing body has been strengthened and governors now contribute very well to the management of the school.

In addition, the school has done all it can to build on strengths identified and staff continuously reflect on pupils' achievements and devise ways of adding to their success. For example, different styles of teaching have been adopted to cater for varying styles of learning. In order to improve resources and accommodation, government grants have been used efficiently to establish a new computer suite and to fund a programme of improvement to the school premises.

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	B	A	B	C
mathematics	A	A	B	C
science	A	B	A	A

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

The small number of pupils in the year group means that average results can fluctuate considerably if, as happened in 2002, new pupils at a lower level of attainment join the class in the term before the tests are taken. For the pupils in Year 6, results over the past four years have fluctuated between above and well above national averages and, compared to other schools with a similar number of free school meals, results alternate between average and above average. For pupils in Year 2, results have been consistently well above national averages and alternating between above average and well above average when compared to similar schools.

Inspection evidence indicates that from the earliest stages in the school, pupils achieve very well and make very good progress overall. This includes boys and girls, the pupils with special educational needs and those who are identified as gifted and talented. In Year 6, standards in English, mathematics and science are well above the national average. Teaching is well focused on the needs of pupils, a lot of work is covered and pupils show a very good knowledge and understanding in all three subjects. In Year 2, standards in reading, writing and mathematics are on line to be maintained at a well above average level. In both Year 2 and Year 6, almost all pupils attain at least the expected standard for their age and an above average number exceed this level. Suitably challenging targets are set and achieved each year. Standards in other subjects are at least average and in information and communication technology (ICT), attainment is on line to be above average by the end of Year 6.

Methods used to teach the children in the reception class are exceptionally successful, give the children a very good start to school and result in well above average standards in literacy and mathematical development on transfer to Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and develop very positive and productive attitudes

	to their work.
Behaviour, in and out of classrooms	Very good at all times. There are high expectations for polite and well-mannered behaviour; pupils co-operate with others very successfully.
Personal development and relationships	Very good. Successful learning and very good relationships lead to high self-esteem for the great majority of pupils. Older pupils are confident and mature for their age; they show a good sense of responsibility and are caring towards younger pupils.
Attendance	Well above average. Pupils arrive in good time and lessons begin promptly.

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 overall quality of teaching and learning is very good throughout the school. For the children in the reception class, the quality of teaching is of especially high quality and enables a very successful start to school. English, mathematics, science, ICT and personal and social skills are taught very well throughout the school and lead to very good achievement. Strong emphasis is given to teaching literacy and numeracy skills, national strategies are in place and pupils achieve very well. Assessment systems are rigorous; targets are set for individual pupils and teaching is successfully linked to their needs. Regular review of teaching and learning by the headteacher and subject co-ordinators means that there is a constant focus on improvement.

Teaching assistants are appointed to all classes for literacy and numeracy lessons; their help is efficiently organised and the impact on standards is significant. For pupils with special educational needs, the work of teaching assistants is a crucial factor in their very good progress.

Lessons are very well planned and teachers skilfully use pupils' contributions to ensure that learning is successful and enjoyable. Pupils are very clear on the learning objectives set and this enables them see the purpose of tasks and to further their own learning. In Years 3 to 6, pupils accompany their parents for discussions with teachers, which helps them to appreciate their own successes and to understand where their next steps for development lie.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The very good range of learning opportunities, both within and beyond lessons, interests the pupils and makes sure that they are keen to learn. Plans for different subjects are well co-ordinated to support each other. Educational visits and a very good range of optional activities extend pupils' achievement significantly.
Provision for pupils with special educational needs	The school is strongly committed to meeting the varying needs of individual pupils and provides very well for those with special educational needs. Staff work hard to find out and to provide what helps the pupils best and consequently they make very good progress.
Provision for pupils' personal, including spiritual, moral, social	Very good overall with very strong provision for personal, moral and social development. Provision for pupils' cultural development is good and the school is focused on ensuring that pupils understand the need

and cultural development	for racial equality.
How well the school cares for its pupils	Very well. Staff understand the needs of the pupils very well and track their progress very carefully. The school is well maintained; pupils are safe and risks are managed diligently.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher ensures that the school is well focused on achieving the best possible learning opportunities for its pupils. Together with the deputy headteacher, she keeps abreast of educational initiatives and makes sure that pupils have every opportunity to succeed. Staff appointments and training are very carefully managed to maintain the quality of the school.
How well the governors fulfil their responsibilities	Very well. Governors are well organised and meet frequently; they manage their responsibilities well and are suitably involved in the decision making and management systems of the school. They are supportive of staff, pupils and parents and keen to take the school forward.
The school's evaluation of its performance	Very good. The headteacher, deputy, staff and governors are continuously reflecting on the impact of the school's provision. Teaching and learning are monitored systematically. Parents and pupils are consulted and involved in developing the success of the school.
The strategic use of resources	Very good. Funds are skilfully managed and monitored; plans for expenditure are well researched and linked directly to pupils' attainment. Specific grants are utilised extremely well, for example, in extending the school's accommodation. Governors ensure that the school gets the best value for the money it spends and compares its performance with other schools locally and nationally.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents indicate extremely high levels of satisfaction with the work of the school and the progress of their children. 	<ul style="list-style-type: none"> Parents raised no significant points for improvement.

The inspectors agree that the school is operating very successfully and to the benefit of all pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides excellent leadership. Management systems are well thought out and highly effective.

1. The headteacher provides excellent leadership and rigorous educational guidance to the school. At the time of the last inspection, she was newly appointed; she has since promoted very good improvements to management systems and encouraged very effective teamwork from all staff. In partnership with the deputy headteacher, considerable energy is focused on continuously improving the opportunities for the pupils to learn. There is an excellent reflection of the school's aims and mission statement in its work. A climate of partnership within the school involves the governing body and all staff in a shared commitment to the highest standards for pupils. Their efforts since the last inspection have been rewarded by standards that well exceed the national averages. Members of staff are well qualified; four of the school's classroom support staff are trained as teachers. There is an excellent capacity within the school to continue this high standard of provision for its pupils.

2. The relatively small number of staff means that the headteacher and the deputy headteacher personally manage the key subjects of English, mathematics, science, religious education and the provision for the children in the reception class and for the pupils with special educational needs. The headteacher's weekly class teaching commitments keep her directly involved with the quality of provision made available in the school; she plays a key role in monitoring standards across the school, through checking assessment grades, reviewing workbooks and through direct experience of teaching pupils on a regular basis. The staff team has a very clear picture of what happens when and systems proceed very efficiently through the year. New members of staff say that they welcome the very well thought out school systems and find them very supportive, allowing them to concentrate fully on teaching successfully.

3. The school development plan is a comprehensive document which clearly details the staff evaluation procedures used as a basis for future planning. All co-ordinators submit useful annual action plans for integration into the development plan; these demonstrate an accurate view of the subject and how standards are to move forward. A clear programme for the review of policy documents by governors and staff is set up to manage and continuously update the school's provision efficiently. All financial resources made available to the school are put to very good use. Spending is closely linked to the priorities for improvement identified within the school development plan. The school seeks to provide best value for all expenditure. Data provided by the local education authority, for example, is used well to compare the school's performance with that of other local schools and is included in management decisions; staff, parents and pupils provide governors with their views on the success of the school through regular questionnaires. National data is used by the headteacher but sometimes oversimplified for the attention of the full governing body so that they do not always have full access to details of the national picture relative to the school's performance.

4. The work of the governing body has made very good improvement since the last inspection when they were required to strengthen their role in the management of the school. The headteacher has been instrumental in guiding their involvement forward and governors are diligent about attending suitable training courses and seeking help from available government sources. An efficient committee system is established to manage the school's affairs and full governors' meetings are more frequent than is usual, taking place on a half-termly basis. Governors are well informed on the school's strengths and the areas set for development. They have a strong sense of duty towards the pupils and carry out their business in an orderly and conscientious manner. Governors appreciate the high level of professionalism and dedication that the staff team invests in the school and promote the employment of extra teaching assistants whenever possible. Staffing levels have recently increased with the establishment of an extra class and a strategic plan to

maintain current staffing levels explains a currently larger than average underspend. An innovative plan to extend the school's accommodation is far-sighted and makes good use of nationally available grants. All statutory duties are suitably met.

5. The school is committed to a high quality of education that is well matched to the differing needs of its pupils. The mixed age classes for pupils in Years 3 to 6 and the three sets of pupils arranged according to learning needs for lessons in English and mathematics allow some flexibility in meeting individual needs. However, the assessment and tracking systems are the key features in the success of the provision, making sure that all pupils are progressing well and that compensatory action is swift if they fail to do so. The provision for the pupils with special educational needs is very well integrated into the supportive ethos of the school, ensuring high expectations and very good achievement. The provision for the pupils with specific physical needs, for example, is exemplary. Gifted and talented pupils are identified and a suitably challenging programme is arranged; this sometimes means that pupils are promoted through the year groups more rapidly than usual. Pupils joining the school part way through their primary school education are assessed promptly and provided with suitable learning programmes as part of the school's efficient target setting system.

6. A strength of the school, and a source of justified pride to the staff, is the priority given to the personal development of all pupils and their confidence and self-esteem; this adds significantly to the effect of the teaching and learning programmes. There is strong evidence of the effect of action taken to improve pupils' confidence and independence within the pupils' records of achievement, particularly for lower attaining pupils or those with quite challenging special educational needs. The headteacher describes the school as 'a listening school', where the views of all staff, parents and pupils are taken fully into account in establishing the values and routines of the school. Very good liaison between the staff team, led by the clearly stated direction provided by the headteacher, means that communication within the school is very successful and profitable. Part-time members of staff, teachers and support assistants, are kept well in touch by the good liaison systems, enabling all to contribute to the increasing success of the school.

The quality of teaching is very good and, consequently, pupils achieve very well. Attainment is higher than average in English, mathematics and science.

7. From the earliest stages in the school, pupils are taught very well. The children get off to a very good start in the reception class, where teaching is at least very good and sometimes excellent. The teacher and teaching assistant work extremely well as a team, providing learning activities that are in line with the early learning goals set nationally for the age group and very successfully motivating the children to learn rapidly. As a result, the attainment of most children is well above average by the end of the reception year. The teacher has an excellent understanding of the needs of four and five-year-olds and plans meticulously across the whole curriculum to make the most of every teaching opportunity. In an excellent session planned to extend mathematical development for children in their first term in school, for example, the teacher ingeniously led a group of higher attaining children towards making very good gains in their mathematical skills as they played with twelve attractive soft toys arranged in a 'bed'. The children were skilfully involved in imaginative play which involved counting, writing figures, then adding or subtracting to work out the number of toys in the bed, sometimes under the quilt to present a real challenge, much to the fascination of the children. Their understanding of numerals is supported by a variety of easily accessible and attractive classroom displays, all in daily use. The teaching assistant worked painstakingly and persistently with children at an earlier stage of understanding numbers, counting building blocks and encouraging the children to step out and count the numbers on a large number track, helping them to memorise and learn more about numbers to ten. Other children worked with malleable dough to cut out shapes to be arranged in number patterns or counted out candles for a collection of 'birthday cakes' made from sand. All were engaged in frequent counting activities by a second teaching assistant and made good progress. The high number of well-briefed adults

working with the children ensures plenty of practice, well-targeted questions and abundant praise for successes achieved. As a result, the children are very keen to learn.

8. The very good quality of teaching through the school builds on these early successes very well. Staff establish sensible routines which lead to a calm and positive atmosphere, helping pupils to learn and to play happily, safely and productively. Planning systems are very clear, teachers are well organised and activities chosen are interesting for the pupils. This very good preparation means that teachers are confident, a productive atmosphere for learning is established, and pupils and learning time are very efficiently managed. Lessons proceed at a brisk pace. A key feature of the success of the learning is that teaching is matched very well to the pupils' differing needs and expectations for the pupils' contributions are high. Pupils are very clear both on the objectives set for lessons and on their own targets for learning. Teachers and teaching assistants guide pupils knowledgeably when tasks present a particular challenge; this helps pupils to persevere and to succeed.

9. The school's commitment to high achievement for every pupil leads staff to make every effort to adapt teaching methods as necessary to improve the provision for learning. Staff training is currently focused on reviewing different styles of teaching and learning; the school is working to incorporate a variety of methods of teaching into lessons. Teachers are aware, for example, that pupils benefit from learning not only through listening, but also through tasks that require the pupils' active involvement. For example, a science lesson in the Year 3/4 class linked words that needed memorising, such as *protein*, *carbohydrate* and *vitamins*, with clapping patterns.

10. A small proportion of pupils has a wide variety of special educational needs and the school provides for them very effectively. Individual education plans are carefully thought out and present clear, measurable targets for teaching and learning. In particular, the school is good at striking a suitable balance between helping pupils with special educational needs to access the curriculum while not compromising the development of their independence and self-esteem. The support assistants allocated to help these pupils are also able to supplement the learning of others in the class well, helping to ensure that all pupils do their best. In Years 3 to 6, where classes include mixed age groups, this is a particularly valuable contribution to the school's success.

11. All pupils, including those with special educational needs, have a list of targets they need to work on to improve their work. This clarifies the way forward and co-ordinates the input of staff, pupils and parents, leading to a high incidence of success. Close consultation with parents means that learning for a significant proportion of pupils can be supplemented well at home. The homework policy is clearly set out in the school's prospectus and parents appreciate the good organisation of the system. Pupils in Years 3 to 6 attend parents' consultation evenings with staff, which helps to promote a united effort and successfully nurtures the pupils' understanding and responsibility for their own learning. A pupil new to the school a year ago reinforced the success of the partnership with parents when he said that he likes this school especially because "My mum has learnt such a lot. She gets interested in the topics we do and keeps getting books that we can read."

12. The high quality of teaching ensures that all pupils achieve well and explains in large measure the high standards achieved in the school. Planning includes vocabulary to be used and, in all lessons, a high priority is placed on constructive dialogue within the classroom, providing a sound basis for successful learning. Pupils learn to listen well to others and to express their own opinions with confidence; pupils are frequently provided with opportunities to discuss in pairs or small groups in addition to contributing to class discussions. Teachers are skilled in taking pupils' contributions forward positively, often promoting additional learning for the whole class. The higher attaining pupils in Years 5 and 6 demonstrated their skill in a series of rapid contributions around the class to suggestions for poetry, with the teacher deftly rewarding effort whilst steering the class towards higher levels of understanding through promoting the most imaginative contributions. Similarly, in the class for pupils in Years 3 and 4, the teacher used the pupils' discussions in pairs about print styles, sizes and colours to best promote the whole class's skills in presenting tips for healthy eating in a poster. The confidence of the younger pupils is nurtured carefully to enable them

to contribute well to the learning of the whole class. In Year 1, pupils were encouraged to present clearly their thoughts on coins that add up to five or ten pence to the whole class. Children in reception passed around a toy to signify whose turn it was to speak as the class sat in a circle and everyone else was encouraged to discover the value of listening carefully.

13. Reading skills are developed early and extended throughout the school very successfully. Systems that suit the differing needs of pupils are set up and maintained well. Some of the older pupils, for example, are on a daily reading programme providing close support while others are on a weekly programme with additional daily opportunities for reading. By Year 6, pupils are confident and assured readers; they discuss the styles of different authors, the characters within stories and favourite types of books. They are confident in using a library, having weekly lessons with the school librarian, and know how to access information both from books and through the use of computers.

14. Writing is taught very well in the early stages and pupils learn to recognise and use letter sounds quickly. In Year 1, pupils consolidate their knowledge of easily spelt words very successfully and soon move on to retelling favourite stories, sometimes at great length, to practise their skills. By the end of Year 2, the great majority of pupils are sufficiently independent and fluent writers; they write generally well punctuated sentences and are beginning to include descriptive detail and to develop a captivating style. Work on the quality of their vocabulary and the style of their writing matures suitably through Years 3 to 6, but the strongest skills are handwriting, spelling and punctuation. As is the case nationally, the school is working hard to raise standards in writing to the same level of success as standards in reading and there is a close focus on further improvements to achieve this within the school's development plan. The most recent results indicate that standards in writing are becoming closer year on year to the very high standards in reading. However, this is where staff find it most difficult to raise the attainment of pupils who are new to Year 6 prior to national tests and, with relatively low numbers in each year group, this sometimes affects overall results adversely. For example, three of the 19 pupils taking national tests in 2002 joined the school less than a term earlier.

15. Numeracy skills are secure and practised regularly to maintain and extend attainment in calculations. Clear links are made with everyday problems and practical activities to make sure that pupils are able to use and apply their mathematical skills well. Pupils in Year 1 use shopping games with special dice to learn to add and subtract money; pupils in Years 4 and 5 draw coloured diagrams to help them to understand equivalent fractions. Daily mental arithmetic sessions keep the pupils' skills up to speed. Ingenious methods are used to link one element of learning to another. For example, the pupils in Year 2 practice counting on and back in fives up to sixty with a circular hoop marked in sections; this is used in due course as an aid to reading the analogue clock face.

16. Science standards are high, especially in Years 3 to 6, because pupils cover a lot of work in the time available, based soundly on experiment and investigation. Pupils in Year 6 speak with enthusiasm and confidence of what they know and evidence of past work is of very good quality. Teachers question the pupils well through comments added to work as part of their marking and enquiries are systematically followed up.

17. The lessons observed in the information and communication technology (ICT) suite gave evidence of the very good teaching in the subject. Again, pupils achieved very well in the time available; pupils in Years 3 and 4 devised a poster for healthy eating which showed a rapid improvement in their skills, and pupils in Years 5 and 6 rotated selected graphic images with rapidly increasing confidence to create pleasing designs based on the abstract painting of *The Snail* by Henri Matisse.

Pupils are very well behaved, confident and self-assured, which enables successful learning.

18. In class, at play, in school assembly times, at lunch and within optional activities, pupils are very well behaved, supportive of each other and confident in expressing their own views. Pupils with specific behaviour problems work towards sensible targets but with improvements in their work as the main aim. This usually helps to make sure that problematic behaviour does not become the main focus for the pupil within interaction with staff and other pupils, which the school finds to be an important step in resolving difficulties. Nevertheless, decisive action is taken when necessary to resolve pupil's behaviour problems and this occasionally includes temporary exclusion from school.

19. Provision for the pupils' social development is excellent. From entry to the reception class, pupils are valued as individuals and teaching plans take into consideration as far as possible their individual needs. This results in a tolerant community where individual views matter; this, in turn, encourages both staff and pupils to fulfil their potential. Pupils are given increasing responsibility, starting with small classroom tasks and responsibility for the school's learning materials. This extends as pupils get older to include tasks which support the school, such as the distribution of hymn books for use in assembly and, for the oldest pupils, taking charge of the 'family' type arrangements for seating at dinner time. There is a 'buddy bench' in the playground where pupils can meet if they feel in need of a friend to share break-time. Older pupils are encouraged to support younger pupils sitting on the 'buddy bench'. Some pupils in Year 6 volunteer to join the children in the reception class at break-time to help to supervise their play.

20. Rewarding good behaviour promotes both moral and social development very well. Pupils are given stickers, certificates and team points to promote effort and high standards of behaviour. Pupils identified as behaving particularly well at lunchtime are listed in a record book. At the end of each week, a small group of pupils enjoy being chosen to bring a friend to sit at a specially laid table in the hall. Representatives chosen by pupils in each class make up the School Council which meets half-termly with the headteacher to discuss issues in the management of the school. All pupils, like parents, are given the opportunity to complete a detailed questionnaire each year on their views of the school. In addition, pupils in each class sit in a circle with their teacher to discuss their feelings about chosen issues. In all these ways, in addition to the opportunities found in lessons, pupils grow in confidence and learn to express their views and to understand those of others.

21. Good opportunities for spiritual development are incorporated into lessons and school assemblies, where pupils are taught to sit with their hands, palms upwards, on their knees in a concentration pose to consider the daily topics for personal development, such as the uniqueness of individual people. Provision for the pupils' cultural development is suitably broad and includes strategies detailed in a suitable multicultural and racial education policy. The school endeavours to provide a wide experience of a variety of cultures through the religious education, geography, art, music and personal and social education curriculum. The school takes part in local art and musical events, such as the recent 'Haydn Seek' event and another linked to the story of the world's creation. Visits are made to Sikh and Jewish places of worship; visitors are invited to share experiences of other cultures, such as through African and Indian dance, Japanese students working in school, teachers from a nursery in Peru and letters to a school in Nepal. Friends in other schools, both at home and abroad, are contacted through the world electronic mailing system. Towns in Central America and West Africa are studied in geography and a variety of music linked to other cultures is played over the year during school assemblies and included in music lessons and performances for parents. A multicultural event is organised annually involving the whole school, when classes study a chosen country and provide a variety of experiences to be sampled by the rest of the school. Appropriate action is detailed within the school's policy for dealing with any incidents of racial abuse if any should occur.

The curriculum is interesting, varied and well matched to the needs of the pupils. The

range and quality of activities provided outside lessons is very good.

22. The school provides a broad range of well planned, rich and stimulating learning opportunities, within and beyond school. The curriculum meets the needs and aptitudes of all pupils, including boys and girls, those with special educational needs and those who have joined the school other than at the usual time.

23. The curriculum for the children in the reception class is very good. It is appropriately based on the early learning goals set nationally for the age group and staff organise stimulating activities in each of the areas of learning. Plans to enhance the outdoor provision further for the children both in the reception class and Year 1 are due to be put into place shortly.

24. For the pupils in Years 1 to 6, clear priority is given to the core subjects of the curriculum: English and mathematics. The majority of lesson time is allocated to these subjects, and this is reflected in the very high standards achieved in these subjects. The school has very successful strategies for teaching literacy and numeracy, with national strategies fully implemented, helping the achievement of very good standards. The school continuously reflects on its practice, and teaching and learning in literacy and numeracy are regularly reviewed and improved where possible. There has been a recent focus, for example, on the improving the success of guiding the development of reading and writing through working with small groups of pupils. Other subjects are reviewed in rotation, in accordance with the school development plan. Science, ICT and geography have most recently been monitored. Science development has focused on improved inclusion of experimental and investigational learning. The good quality of this work is evident within past work of pupils in Years 5 and 6, and in the recent very high results within national tests in science. In ICT, the recently installed computer suite has enabled the school to raise standards very well from the unsatisfactory position of the last inspection. The school is now working to include more ICT within other subjects and evidence shows that this is happening in many lessons. Further improvements are planned, both indoors and outside, to improve the facilities on offer to the pupils. Since the last inspection, parents have helped the school to establish a wildlife area, complete with a stream and Millennium Bridge fabricated in steel, which promotes opportunities for study of the environment.

25. Long-term plans for the curriculum are spread sensibly over a two-year cycle to avoid repetition for pupils in mixed age classes. Within these arrangements, careful thought is given to the juxtaposition of topics within different subjects, so that studies in one subject can extend and support those in another. Thus, the history of the local environment is studied along with the geography; including a visit to a local factory where pupils observe the production of teddy bears before making their own in design and technology.

26. The school is very successful in ensuring that all children, whatever their gender, background, or specific needs, have full access to the curriculum and equal opportunity to succeed. Provision for the pupils with special educational needs is very good. Difficulties are identified early and specialist help secured where necessary. The progress of pupils with statements of special educational needs is generally excellent, both on a personal as well as an academic basis. The format for individual education plans has recently been reviewed in the light of national guidance and targets set are very clear and provide helpful guidance for adults and pupils.

27. The school has implemented a very successful programme for teaching personal, social, health and citizenship education. Pupils are provided with many opportunities to take the initiative and show responsibility. Pupils have the opportunity to become elected to the School Council as representatives of their class. They learn how to discuss democratically issues arising in school and these are sometimes added to the school development plan. For example, pupils considered parts of the school to be untidy and arrangements were agreed with staff for improving the environment. During residential visits arranged for pupils in Year 4 and Year 6, pupils have opportunities to develop their personal and social skills in addition to furthering their understanding of science and geography.

28. For a school of smaller than average size, a very good range of optional activities is

provided during lunchtimes and after school. These include sports opportunities such as indoor games, netball, football, gymnastics and athletics. Musical interests are fostered through choir, orchestra and other musical instrumental tuition groups. Art and craft activities and French classes are available and also T'ai Chi. The library and ICT suite are open to pupils each lunchtime, supervised by older pupils. All classes have the opportunity to go swimming each year as part of the physical education curriculum and there are opportunities for pupils to take part in sporting activities with other schools in such sports as football and netball. A very good range of visits outside the school enriches the curriculum. In order to enhance the curriculum further, the school welcomes visitors such as musicians, artists, poets, authors and theatre groups. It takes part in local and, sometimes, national events which offer pupils opportunities to develop their education further. For example, pupils take part in local festivals of art and music and national competitions in subjects such as design and technology.

WHAT COULD BE IMPROVED

29. No significant areas for improvement were identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	6	1	0	0	0
Percentage	9	59	27	5	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	164
Number of full-time pupils known to be eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	17

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	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	11	11	12
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	100 (95)	96 (95)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	12	12
	Girls	*	11	11
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	97 (86)	100 (95)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

* To avoid identification of individuals, where there are 10 or fewer in a group, numbers are omitted.

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	14	5	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	16	19
Percentage of pupils at NC level 4 or above	School	84 (87)	85 (83)	100 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	84 (83)	79 (78)	84 (96)
	National	73 (72)	74 (74)	82 (82)

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

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	2.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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	164
Number of questionnaires returned	75
Percentage response rate	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	56	41	0	0	3
Behaviour in the school is good.	56	40	3	0	1
My child gets the right amount of work to do at home.	47	44	4	3	3
The teaching is good.	79	20	0	0	1
I am kept well informed about how my child is getting on.	59	35	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	0	0
The school expects my child to work hard and achieve his or her best.	79	20	1	0	0
The school works closely with parents.	61	32	7	0	0
The school is well led and managed.	73	25	0	0	1
The school is helping my child become mature and responsible.	68	32	0	0	0
The school provides an interesting range of activities outside lessons.	57	30	8	0	5