

INSPECTION REPORT

RUFFORTH PRIMARY SCHOOL

Rufforth, York

LEA area: City of York

Unique reference number: 121412

Headteacher: Mr R.C. Weld

Reporting inspector: Michael Onyon
18146

Dates of inspection: 20th – 21st January 2003

Inspection number: 248255

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Wetherby Road
Rufforth
York
North Yorkshire

Postcode: YO23 3QF

Telephone number: 01904 738347

Fax number: 01904 738347

Appropriate authority: Governing body

Name of chair of governors: Dr. J. Evans

Date of previous inspection: 8th – 10th December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| WHAT THE SCHOOL DOES WELL | 10 |
| | |
| WHAT COULD BE IMPROVED | 14 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 16 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Much smaller than other primary schools, Rufforth Primary School is situated in the village of Rufforth, near York. It draws its pupils mainly from the local area, although some pupils come from surrounding villages. The socio-economic circumstances of the pupils are above average. Nine per cent of pupils are currently entitled to a free school meal and this is below the national average. Children's attainments on entry are broadly average. At the time of the inspection there were 64 pupils on roll, of whom 14 had special educational needs. This is a below average proportion. The needs include dyslexia and moderate learning difficulties. Two pupils had a Statement of Special Educational Needs, which is above average. There are very few pupils from ethnic heritages and no pupils speak English as an additional language. There are slightly more boys than girls, but there are many more boys than girls in Years 5 and 6. With the exception of the balance of boys and girls these characteristics have not changed since the previous inspection.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. Attainment on entry to the school is broadly average for most children and pupils attain above average standards in English and mathematics by the time they leave the school at the end of Year 6. With the exception of the headteacher, all the teachers are new to the school since the time of the last inspection. They work effectively as a team carefully monitoring and evaluating the school's performance. Pupils do well because the quality of teaching and the leadership and management of the headteacher and governors are good. The school provides good value for money.

What the school does well

- Standards in English and mathematics are above average by the end of Year 6 because the school organises its classes to ensure that tasks are well matched to the needs of all pupils.
- The headteacher and governors provide good leadership that contributes well to the success of the school.
- The quality of teaching is good and leads to good learning.
- Literacy skills are developed well through other subjects and this contributes to the above average standards by the end of Year 6.
- The school provides very good opportunities for the personal, moral and social development of pupils, successfully enabling them to behave very well and to display very good attitudes to their learning.

What could be improved

- There could be a closer dialogue with parents about the range of activities available to pupils outside lessons, further developing the range available.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the previous inspection in 1997. Standards in English, and mathematics have risen in line with the national trend and have been broadly above average in recent years. Last year Year 6 contained a very small number of pupils, making statistical comparisons difficult. This year standards are high in English, mathematics and science and reflect the school's focus upon accurately tracking the progress made by pupils. The quality of teaching and learning has improved with no unsatisfactory teaching and more teaching judged to be very good. Appropriate teaching time is planned for all subjects and the needs of higher attaining pupils are met effectively. The school has successfully addressed the issues pointed out in the previous inspection. ICT has been developed considerably, with the provision of high-quality equipment and focused use in classrooms.

Schemes of work now ensure that there is good provision of the National Curriculum. Governors are now involved well in decision making and monitoring the work of the school. The school is on course to meet its challenging targets and is well placed to make further improvement.

STANDARDS

Since there were ten or fewer pupils in Year 6 the assessment data is not recorded in tabular form. The number of pupils in each year group is very small and the effect of one pupil on, for example, a school percentage measure can be very considerable. Inspection evidence shows that standards are above average in English and mathematics by the end of Year 6, and average in science. The small numbers of pupils in recent years makes year-on-year comparisons difficult and the school ensures that individual pupil progress is carefully monitored. Pupils are achieving well. By the end of the reception year, most children are on course to exceed the early learning goals in most of the areas of learning. Their achievement is good, since they enter the school with levels of attainment that are broadly average. By the end of Year 2, standards are above average in reading, writing and mathematics and pupils are achieving well. Whilst the school's overall trend in performance is in line with the national trend the level of improvement has been above average in English and mathematics. Evidence from the inspection shows that pupils with special educational needs make good progress and higher attaining pupils also do well. There is no significant difference in attainment between boys and girls

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are keen to learn and to do their best. They enjoy coming to school because they enjoy their lessons. |
| Behaviour, in and out of classrooms | Very good. Pupils are courteous and polite. They behave very well both in and out of classrooms. |
| Personal development and relationships | Very good. Pupils of all ages are expected to act responsibly. The code of conduct, displayed around school, contributes well to positive relationships. |
| Attendance | Very good. It is well above the national average. |

- The school has achieved a consistent level of very good attendance by pupils, contributing well to the above average standards of attainment.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | 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 and leads to good learning. English and mathematics are taught well across the school. Literacy and numeracy are also taught well because teachers have a secure understanding of how to teach these skills, and provide planned opportunities to develop pupils' literacy skills in other subjects of the curriculum. Children and pupils in Reception, Years 1 and 2 are taught together, pupils in Years 3 and 4 are taught together and pupils in Years 5 and 6 are taught together. This arrangement is effective in ensuring that the needs of all pupils are met and contributes to the above average standards in English and mathematics at the end of Years 2 and 6.

Nine lessons in ten were judged to be good or better. Features in these lessons included the high expectations held by teachers and the effective planning of lessons. Learning objectives were clearly expressed and understood well by pupils. Lessons were conducted at a brisk pace with challenging questions used by teachers to provoke thought and extend learning. Other strengths in the quality of teaching include clear explanations to ensure that all pupils understand what is expected of them. Teachers are skilled in identifying where pupils have not understood and give sensitive support. As a result pupils make good gains in their learning. In the very small number of satisfactory lessons, pace slowed and opportunities to engage pupils in challenging discussion were missed. As a result some pupils consolidated what they already knew rather than gaining new knowledge. The school meets the needs of all its pupils well. Tasks are carefully planned to challenge higher attaining pupils and also to meet the individual needs of those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. Pupils develop their literacy skills effectively across other areas of the curriculum. |
| Provision for pupils with special educational needs | Good. Individual education plans identify clear targets. In particular there is good support from classroom assistants. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. Very good provision for moral and social development. Good provision for spiritual development. Satisfactory provision for cultural development. The school prepares pupils appropriately for life in a culturally diverse society. |
| How well the school cares for its pupils | Well. Teachers know their pupils well and effectively monitor their personal development. |

- The curriculum meets statutory requirements. A particular strength is the way in which the school organises the classes to enable the curriculum needs of all pupils to be provided for.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides strong and caring leadership, successfully developing the leadership roles of other staff, through the effective co-ordination of subjects and team working towards continual improvement. |
| How well the governors fulfil their responsibilities | Good. The governors take an active and well-informed part in the management of the school. They have moved on considerably since the last inspection and now contribute strongly in making decisions that contribute to above average standards. |
| The school's evaluation of its performance | The school evaluates its performance well and takes steps to ensure improvement. For example, it identified that standards in writing were not as high as they might be, particularly for boys. Standards are now rising because teachers have received training in different strategies to motivate the pupils. |
| The strategic use of resources | Good. The considerable surplus in the school budget is committed to ongoing building maintenance works. |

- Since the time of the previous inspection considerable resources have been provided for information and communication technology (ICT), successfully contributing to the raising of standards. The school satisfactorily applies the principles of best value and evaluates spending 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"> • Parents feel comfortable in approaching the school with questions or concerns. • Their children enjoy coming to school. • The teaching is good and pupils are expected to work hard. • Behaviour in the school is good and pupils are helped to become mature and responsible. | <ul style="list-style-type: none"> • More activities to be arranged outside lessons. • The amount of homework for pupils. |

The inspection team fully supports the positive views held by parents. With regard to their concerns they found that the homework policy effectively ensures that homework tasks satisfactorily develop work undertaken in class. A home school diary effectively gives pupils, parents and teachers the opportunity to comment on the work and its effectiveness. Many parents have used the opportunity well. The team found that clearer information could be provided about activities outside lessons and that the range of activities could be extended in order to further enrich the curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are above average by the end of Year 6 because the school organises its classes to ensure that tasks are well matched to the needs of all pupils.

1. One of the reasons why standards are above average in English and mathematics by the end of Year 6 is because the school takes particular care to ensure that tasks are well matched to the needs of all pupils. It does this by teaching children and pupils in reception, Year 1 and Year 2 together, pupils in Years 3 and 4 together and pupils in Years 5 and 6 together. Within the classes children are taught in groups according to their level of attainment. As a result tasks can be very closely matched to the needs of individuals. In considering the financial implications of this form of organisation, the headteacher and governors determined that it is the best arrangement to support the improvement of standards. Consequently pupils are taught in small groups with effective consideration given to their needs. The arrangement is successful and contributes to pupils' very good attitudes to their learning, their very good behaviour and the standards attained; in particular, those of pupils in Year 6, many of whom are working at a higher level than expected for their age.
2. Good examples of the way in which the needs of all pupils are met were seen during the inspection. In a good literacy lesson, higher attaining pupils in Years 5 and 6 learned about the similarities and differences between myths, legends and fables, moving on to successfully consider how the same myth can be represented in different ways. Pupils articulated clearly the differences between "magical" myths, "historic" legends and "moralistic" fables. Good examples were quoted of similar styles being used in modern works; for example, the Harry Potter novels. This challenging lesson met the needs of the pupils and the teacher's enthusiasm for the subject and comments about the text motivated them to succeed. For example pupils joined with the teacher in considering the story of the Greek Goddess Persephone and how they would react if, "the ground opened wide, in front of our school and a God emerged riding a chariot towards us". At the same time as this activity was taking place, another group, of lower attaining pupils in Years 5 and 6 were engaged on a well-focused independent writing task compiling a leaflet to advertise a product, building on their previous work. They moved on to compile their own complex sentences such as, "VIP is an unbelievably effective new food additive that improves the flavour of the food you cook". As a group they discussed the use of words and which would be most effective.
3. In another good lesson for pupils in Years 3 and 4, higher attaining pupils learned about the use of adjectives to improve their descriptive writing, based on the story of the Hare and the Tortoise. Particularly effective was the way in which pupils were encouraged to discuss their response to the challenging questions of the teacher, before providing an answer. In discussion about the story pupils effectively considered the relative merits of the approach taken by the hare and that taken by the tortoise, leading to a comparison of adjectives to describe slow movements and those describing the speed of the hare. As a result pupils constructed their own piece of writing, very effectively introducing their adjectives. A lower attaining group of pupils were studying the text in a "guided reading" exercise led by the classroom assistant. They listened extremely well to parts of the story as they were read and eagerly contributed to a discussion about the meaning of sections of the text and what they would say next. The way in which these activities were introduced, to meet the needs of pupils of differing levels of attainment, contributed positively to the standards attained.
4. Similar organisation is also successful for mathematics. Higher attaining pupils in Year 2 learned to double numbers to achieve a desired total, identifying a pattern the numbers created, and then moved on to think about "near doubles" and how they could help to solve a numerical problem. Very good direct teaching of the group enabled them to identify the patterns and to effectively apply what they had learned to solve further numerical problems. The work was challenging and moved at a good pace with pupils keen and eager to be involved and to contribute effectively. Pupils worked well in pairs helping each other with the calculations. The needs of all pupils were met well within the seating arrangements in the classroom. Lower attaining pupils in the same room successfully worked on the addition of pairs of numbers totalling five. Pupils with special

educational needs were well supported by classroom assistants, who gave individual attention, where necessary, to help overcome any difficulties.

The headteacher and governors provide good leadership that contributes well to the success of the school.

5. The headteacher has a good vision for the continual development of the school that is focused on high standards and the inclusion of all pupils, regardless of background. He shares this view successfully with governors and staff, resulting in a committed team that works well together towards continual improvement. He has successfully established and developed the roles of all teachers, to effectively incorporate subject leadership and build a strong team. The headteacher effectively acts as subject leader in mathematics, with colleagues leading effectively in English and science. They have a clear view of developments in the subjects, setting out clear action plans that are carefully considered when constructing the School Development Plan. All monitor standards and the English and mathematics subject leaders have effectively monitored teaching. There are several reasons why the school is successful. The headteacher, staff and governors analyse its performance well, taking steps to address any areas of weakness. For example, they identified that standards in science are not as high as those in English and mathematics. To address this they have undertaken a careful analysis of the content of the National Curriculum assessments and have adjusted the teaching programme accordingly. In addition they have carefully considered how the science curriculum is organised and have introduced materials recommended by the Qualifications and Curriculum Authority (QCA) aimed at improving standards in the subject. Through a literacy audit they identified that standards in writing were not as high as they might be, particularly for boys. To address this staff have received training in ways to motivate pupils to write. Initiatives such as these have had a positive impact on standards attained.
6. The way in which the headteacher and governors have managed the appointment and deployment of teachers is fundamental to the school's success. With the exception of the headteacher, all current staff have been appointed since the previous inspection. The headteacher established the need for good quality teaching to be the key criterion in making appointments. The headteacher, the subject leader for English and advisers from the local education authority have carried out monitoring and evaluation of the quality of teaching and learning and established the good quality evidenced during the inspection. All teaching observed was satisfactory or better, with nine lessons in ten being good or better. In addition the headteacher and governors focused on ensuring that the number of pupils in each class is low and that pupils can be taught in three classes, effectively harnessing the skills of the teachers and effectively meeting the needs of the pupils. This organisational arrangement has had a positive impact in raising standards, particularly in English and mathematics.
7. The role of governors is well developed and they play an effective part in the management of the school, a significant improvement since the last inspection. They keep themselves informed through visits and several governors help in school on a regular basis, as evidenced by the involvement of the governor with responsibility for numeracy, who effectively supported numeracy work, in a class, during the inspection. The chair is very aware of the relative strengths, skills and interests of governors and is keen to harness and develop those strengths to benefit the school. Through governors, there are also good relationships with the community and a working party is currently examining the possibility of extending the school building, to improve facilities and to open them to the community, further supporting pupils' learning. The governors evaluate their spending decisions carefully, ensuring that they are focused on raising standards. They are keen to provide access to the building for the disabled and are effectively considering improvements to the building. All staff are aware of the school's policy in promoting race equality, which is part of the school's ethos in recognising and meeting equally the needs of all pupils.

The quality of teaching is good and leads to good learning.

8. The good quality of teaching is another reason why the school is successful. A particular strength is the way in which lessons are planned well, with clarity in learning objectives and good pace to lessons. For example, pupils in the class containing Reception, Year 1 and Year 2 pupils were designing and making protective bags from chosen materials, with younger pupils designing patterns using paper. Pupils were clear in their understanding of what it was they were expected to do and worked eagerly to turn the designs they had drawn on paper into “real” bags they could use. The clear planning enabled other adults in the class to work effectively with groups of pupils, leading to very purposeful activity. The adults were as keen to complete the tasks as were the children and their enthusiasm was infectious. Learning objectives were expressed orally to the pupils and were also displayed in writing. Because all the adults were well briefed they asked challenging questions, referring to the designs, “Where is it?” “What does it do?”, leading to a good pace of learning with pupils encouraged and actively involved. As a result pupils quickly acquired new skills, knowledge and understanding. In a good science lesson for pupils in Year 3 and 4, very thorough planning enabled the learning objectives to be clearly expressed and understood by pupils in both age groups. The planning also indicated a focus for the teacher’s assessment of the progress made by pupils during the lesson. The planning showed a clear structure based upon previous attainment and planned outcomes for the future.
9. Teachers provide clear explanations and have an enthusiasm that is transferred to the pupils. This motivates them and encourages them to want to learn. For example Year 5 and 6 pupils learned to plan a fair test, in science, to see what happens to the weight of an object when it is suspended in water. The teacher clearly explained, using a variety of objects to illustrate, asking, “How many measurements will we need to take?” “How will we attach the force-meter to the objects?” As a result pupils were keen to set up their own test and to consider how best they might answer the question fairly. In a mathematics lesson for pupils in Years 3 and 4, clear explanation prompted the comment of “I see, you have to add them together to work out the change.” from a pupil who had been confused. In a literacy lesson for pupils in Years 5 and 6, the teacher’s positive response to the vocabulary used in the text was transferred to the pupils, who readily agreed with her comment “That would really persuade me to buy your product if I saw it in the supermarket” when discussing how to compile a leaflet.
10. A particular strength is the way in which teachers notice when pupils have not understood and give immediate and sensitive support. This boosts the self-esteem of all pupils, but particularly those with special educational needs. Several examples were seen during the inspection. For example, pupils in Year 2 were encouraged to use appropriate mathematics vocabulary through the use of lots of “well done”s and “what does that mean?” when talking about adding and subtracting numbers. As a result they became confident in their use of mathematics vocabulary and respectful of the contribution offered by other pupils. A pupil in Year 6 had misunderstood the required structure of the leaflet she was putting together and the teacher quietly and unobtrusively checked her understanding as the class were beginning their tasks to ensure that she was not confused. The way in which the teacher did this ensured that the pupil’s self-esteem was maintained and raised the standard of work produced as a result. In a mathematics lesson for pupils in Year 5 the teacher very quickly realised that some pupils had misunderstood the illustrated method of recording the division of numbers and quietly and effectively enabled them to record their results accurately.
11. Other features of good teaching include high expectations and the use of challenging questions to provoke thought and extend learning. For example in a history lesson for pupils in Years 5 and 6, they were asked, “Why did they hold their beliefs?” “What factors influenced them?” “Where would you have preferred to live and why?” when comparing the ancient kingdoms of Sparta and Athens. As a result pupils worked hard to consider their answers. Teachers manage their pupils well and are well prepared.

Literacy skills are developed well through other subjects and this contributes to the above average standards by the end of Year 6.

12. As the result of a literacy audit the school identified a need to raise standards in writing and provides many opportunities to develop these skills through other subjects. Evidence, seen during the inspection, shows that this is successful. In science, for example, pupils write accounts of their experiments in considering the impact of forces upon a range of objects, showing correct spelling and an interesting use of vocabulary. Very clear instructional writing was displayed, in science, showing how to construct a paper aeroplane and pupils talked about how they had done it. In history, pupils in Years 5 and 6 write accounts of life in Sparta and Athens, expressing a view as to the merits of life in those different societies. In Years 3 and 4 they use their information and communication technology skills to write about magnets and how they work. Pupils in Years 1 and 2 are currently considering how they can make their village safer and are carrying out a traffic survey. Their written considerations present arguments for and against traffic in the village. Evaluations of bags made in design and technology show that pupils know how to engage the interest of the reader, with comments such as “my bag will help me carry things to school.”
13. Skills in speaking and listening are also developed well in other subjects of the curriculum. For example, in Years 3 and 4 pupils are familiar with the practice of discussing, in pairs and groups, their response to questions posed by the teacher. They confidently express their own point of view to their peers, listen very well to the contribution of others and then present a considered response. In science they were considering how to construct a fair test, testing the magnetism of a number of magnets. When a pupil put forward, “We will need to think about how best to count the paper clips the magnet attracts”, others offered, “Yes it needs to be fair”. In a good physical education lesson, pupils in Years 3 and 4 were encouraged to observe and to comment upon the quality of dance sequences put together by other pupils. Their comments were perceptive and received well by others, who, as a result, were able to improve their sequences. The emphasis placed on developing literacy skills in other subjects makes a positive contribution to the above average standards attained.

The school provides very good opportunities for the personal, moral and social development of pupils, successfully enabling them to behave very well and to display very good attitudes to their learning.

14. Pupils of all ages behave very well and have very good attitudes to their learning. They enjoy coming to school because they are offered interesting activities. There is a strong emphasis on personal development and this permeates the ethos of the school. Pupils are expected to show a very good level of independence from an early age. For example, children in the reception class are expected to organise their own resources for design and technology, selecting their own materials and clearing away their equipment after use. They accomplish this sensibly and independently. Pupils readily accept more responsibility as they move through the school. They move to different areas of the classroom promptly in the different parts of literacy lessons, for example ensuring that no time is wasted, and organise their own resources so that they are ready to start their lessons.
15. Older pupils play an important role in the smooth running of the school. They take responsibility for looking after younger pupils in the playground. Younger pupils know they can ask for help. Good examples were seen during the inspection, where the pupils made sure that nobody was alone at playtime, encouraging all to play together. Two pupils used their initiative well at lunchtime, ensuring that a seating space was available for a visitor, and lifting a chair for a younger pupil who needed to move to a different place. On a number of occasions during the day, when pupils have to move to different areas of the school, they do so quickly, with the minimum of fuss and disruption. There is a real feeling of community within the school where pupils naturally care for each other and help when others need help. A visitor to the school commented on how well pupils she knew had settled very quickly into the school and had been welcomed by the pupils. Older pupils take responsibility for arranging sheets on the overhead projector, and the playing of CD's, during assemblies. The way in which these pupils respond to the trust placed in them is very good.

16. Many examples were seen where pupils were encouraged to work in pairs and groups, sharing resources and helping each other. For example, pupils in Years 5 and 6 worked in pairs to solve division problems, relating well to each other as they discussed the best way to record their results. Pupils in Years 3 and 4 worked in groups of mixed attainment when working through a science experiment. Pupils in Years 1 and 2 helped each other to count numbers and to check whether they feel they have the right answer. Pupils also give help to each other spontaneously. For example, a younger pupil eagerly helped an older one when an extra chair was needed in the dining room at lunch-time by going to the adjoining library and bringing a chair. The emphasis that the school places on caring for each other is illustrated well by the response of parents, both in the parental questionnaire and the parents' meeting, where there was a unanimous view that pupils are cared for well.
17. Attitudes and behaviour in lessons were mostly very good. Pupils know that they are expected to behave very well and they try very hard to meet these expectations. They are highly motivated and show a determination to succeed. This is because tasks are interesting and they know that they can ask for help if they need it. They show very good behaviour as they move around the school, particularly when, due to the design of the building, they are required to move to other classrooms to enable assemblies and physical education activities to be undertaken in the area that incorporates the classroom used by Years 5 and 6. Pupils carry their equipment with them and are quickly ready for lessons; for example when pupils in Year 5 and 6 moved to the Year 3 and 4 classroom, to enable the space to be used for physical education. Their science lesson began promptly and their behaviour was very good. Opportunities to reinforce moral issues are taken in lessons and assemblies and all adults provide pupils with very good role models. A code of conduct that promotes care and respect for all is displayed in classrooms and referred to around the school. The theme of caring was developed during an assembly where, following a story about the bravery of a child, pupils were faced with challenging questions about what they would have done. By illustrating that helping others sometimes involves difficult decisions the school's code of conduct was successfully reinforced.

WHAT COULD BE IMPROVED

There could be a closer dialogue with parents about the range of activities available to pupils outside lessons, further developing the range available.

18. Most parents who responded to the questionnaire were very positive about many aspects of the school. For example, they feel comfortable about approaching the school with questions or concerns and strongly acknowledge that behaviour in the school is good and that pupils are helped to become mature and responsible. Teaching in the school is felt to be good and children are expected to work hard and to do their best. However, a significant proportion of the parents who responded expressed concerns about the activities provided outside lessons and the amount of work that children are expected to do at home.
19. The school sent its own questionnaire to parents to seek their views about a policy for behaviour and the current behaviour code is based upon that dialogue. There is a clear policy for homework, which includes the use of a homework diary, giving pupils, parents and teachers the opportunity to comment upon tasks. Many parents do take the opportunity and the school responds well. Good quality information is also provided for parents about the subjects of the curriculum and when they are being taught. As a result inspectors judge that the amount of homework is appropriate.
20. Whilst a small number of activities are provided outside lessons, including musical instrument tuition and "activity weeks" aimed at extending opportunities in the arts, parents are not well informed about them and the range is limited. There is currently no system for recording the concerns of parents about the range of activities available to pupils outside lessons. Consequently, parents do not know whether their concerns have been addressed and this impacts negatively on the school's partnership with its parents. The school should ensure that parents are made fully aware of the current activities arranged outside lessons.

21. The school has considered the possibility of liaising with other small primary schools in the area, to provide joint activities outside lessons that would be available to pupils. It acknowledges that the current range of activities is limited and can be extended in order to further enrich the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) Improve the way in which the school works with parents by:
 - Ensuring that parents are made fully aware of the current activities available for pupils outside lesson times;
 - Improving the range of activities, in order to further enrich the curriculum.

(paragraphs 18-21)

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 | 13 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 2 | 11 | 1 | 0 | 0 | 0 |
| Percentage | 0 | 14 | 79 | 7 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 64 |
| Number of full-time pupils known to be eligible for free school meals | 6 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 2 |
| Number of pupils on the school's special educational needs register | 14 |

| 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 | 2 |
| Pupils who left the school other than at the usual time of leaving | 0 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 3.0 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.0 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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)

There were fewer than ten pupils in the cohort. Data is not recorded in this report to ensure that individual pupils are not identified.

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

There were fewer than ten pupils in the cohort. Data is not recorded in this report to ensure that individual pupils are not identified.

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 | 63 | 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 | 1 | 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) | 3.4 |
| Number of pupils per qualified teacher | 18.8 |
| Average class size | 21.3 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 25 |

*FTE means full-time equivalent***Financial information**

| | |
|--|---------|
| Financial year | 2001/02 |
| | £ |
| Total income | 179518 |
| Total expenditure | 172781 |
| Expenditure per pupil | 2928 |
| Balance brought forward from previous year | 25909 |
| Balance carried forward to next year | 32646 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 0.4 |

| | |
|--|---|
| 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 | 64 |
| Number of questionnaires returned | 22 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 23 | 5 | 0 | 0 |
| My child is making good progress in school. | 55 | 36 | 5 | 5 | 0 |
| Behaviour in the school is good. | 59 | 41 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 21 | 53 | 26 | 0 | 0 |
| The teaching is good. | 67 | 33 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 55 | 36 | 9 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 82 | 14 | 0 | 0 | 5 |
| The school expects my child to work hard and achieve his or her best. | 64 | 32 | 5 | 0 | 0 |
| The school works closely with parents. | 55 | 41 | 5 | 0 | 0 |
| The school is well led and managed. | 45 | 45 | 5 | 0 | 5 |
| The school is helping my child become mature and responsible. | 59 | 41 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 9 | 27 | 45 | 5 | 14 |

Summary of parents' and carers' responses

A positive view of the school was presented through responses to the questionnaire and at the meeting for parents. As outlined above parents expressed concern about the range of extra-curricular activities available for pupils, although a number referred to recent improvements. Some parents felt that pupils were expected to undertake too much homework.