

INSPECTION REPORT

EGTON C of E PRIMARY SCHOOL

Egton, Whitby

LEA area: North Yorkshire

Unique reference number: 121610

Headteacher: Mrs E Orland

Reporting inspector: Mrs L Murphy
16173

Dates of inspection: 23 - 24 September 2002

Inspection number: 248275

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

School category: Voluntary aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Egton
Whitby
North Yorkshire

Postcode: YO21 1UT

Telephone number: 01947 895369

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R Everitt

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a very small, Church of England, voluntary aided primary school, catering for 46 boys and girls between four and 11 years of age. It serves the villages of Egton and Grosmont with a significant number of pupils coming from farther a field. All pupils are of white UK heritage and none speak English as an additional language. Eleven per cent of pupils are eligible for free school meals; 15 per cent of pupils have special educational needs, mostly relating to moderate learning difficulty. None has a statement of special educational needs. These proportions are below the national average. Pupils' socio-economic circumstances are about average, which is a change since the last inspection, when they were above average. When pupils enter the school their attainment is about that typically expected for their age. The pupils are taught in two mixed-age classes.

Since the school was last inspected it has been without a substantive headteacher and consequently a permanent teacher for the Year 3 to Year 6 pupils for a significant period of time. At the time of this inspection a newly appointed headteacher had been in post for only three weeks. After six months of working in temporary accommodation on a site away from the school whilst major building works were completed the school has very recently moved into the refurbished accommodation.

HOW GOOD THE SCHOOL IS

The school gives an acceptable education to its pupils. By the age of seven pupils do very well. By the age of 11 pupils attain standards that are broadly average in mathematics and science though below average in English. The leadership and management of the school are sound and the quality of teaching good. The school gives satisfactory value for money.

What the school does well

- The school provides a good standard of teaching and deploys teaching assistants particularly well.
- Standards reached by seven year olds are above average in English, mathematics and science.
- The provision made for pupils' spiritual growth is very good.

What could be improved

- Standards in writing, reading and speaking by the end of Year 6.
- Standards in information and communication technology across the school.
- The curriculum for the Year 3 to Year 6 pupils to develop pupils' knowledge and skills more systematically.

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 June 1997, since when it has recently made satisfactory improvement. Appropriate action has been taken to improve the curriculum for science, there is now a more equitable distribution among teaching staff of subject leadership roles and the school development plan is used as a management tool. Although the governing body maintains an overview of the curriculum and standards, including the time allocations to subjects, it is at an early stage in rigorously assessing the impact of the measures taken.

Barriers to improvement have been the absence of a substantive headteacher to provide clear leadership and ensure appropriate systems for managing the curriculum. Following a decline in standards by the end of Year 6, the school worked hard in difficult circumstances this last year and managed to raise standards in English, mathematics and science by the end of Year 6. This was despite the temporary accommodation and lack of a substantive headteacher. Standards have risen in English for the Year 2 pupils since the last inspection, though they have dropped across the school in information and communication technology. Very good improvements have been made to the school building, affording a classroom for each of the two classes and space for the children in the foundation stage to work. The school is very well placed to improve.

STANDARDS

Standards achieved by pupils in Year 6, based on the latest National Curriculum tests for which there is comparative data, are usually reported. However, as only a few pupils were tested results are not published in this report nor are comparisons made as small numbers make comparisons unreliable.

The number of pupils in each year group is small and there is variation in size of the group from year to year. Results from such small groups are subject to significant variations and must be treated with some caution, as one pupil can easily account for a large percentage of the whole. Nonetheless, between 1998 and 2001 standards declined in Year 6. Indeed, in 2001 the school's results were overall in the bottom five per cent of all schools in the country and also in the bottom five per cent of similar schools, that is, schools with pupils from similar socio-economic circumstances. In 2002 the results took a good upward turn and a significant proportion of Year 6 pupils attained standards in English and science normally expected of pupils two years older. The judgements of this inspection place pupils' attainments as about typical for their age in mathematics and science but below that expected in English. The school fell short of its targets in 2002 but with extra lessons to boost pupils' attainment is on course to meet appropriate targets in 2003.

In 2001 by the end of Year 2 pupils attained levels well above average for their age in reading and writing. In mathematics they were in the top five per cent both nationally and when compared with those of schools in similar settings. In 2002 pupils reached levels typical for their age but very few reached a higher level. This year standards are judged above those typically expected of Year 2 pupils. In information and communication technology standards are below those typically expected by the end of Year 2 and Year 6.

Pupils in the reception class are on course to attain standards above those expected for their age. Pupils get off to a good start in the reception, Year 1 and Year 2 class and achieve well. Pupils are now achieving soundly between Year 3 and Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils are interested in their work and most listen attentively to the teachers. A minority of pupils find it harder to concentrate towards the end of the school day and can become inattentive but all particularly enjoy opportunities to learn through practical activities.
Behaviour, in and out of classrooms	Satisfactory: pupils behave appropriately in and around school. Older pupils clearly respect and care for younger pupils.
Personal development and relationships	Good: pupils form constructive relationships with others and work together amicably.
Attendance	Very good: the rate of attendance is well above the national average and punctuality is very good.

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 school meets the needs of all pupils appropriately. The quality of teaching is now good throughout the school and pupils learn at an effective rate. Teachers deploy assistants and volunteers to form an effective team providing much adult support to the pupils' learning.

From the reception year to Year 6 basic skills are taught well through the national strategies for literacy and numeracy, though the teaching of handwriting is insufficiently rigorous. The teaching of English and mathematics is now good overall and for the pupils in Year 3 to Year 6 the teaching of mathematics is very good.

Lessons are well planned and have good pace. Teachers manage the pupils well and this results in pupils concentrating for reasonable lengths of time. The planning for lessons is effective and results in clarity for the pupils about what they have to do and why they have to do it. A good range of methods is used, which engages pupils' attention and interest. High expectations are a mark of the good teaching. The new headteacher is currently establishing firm ground rules to enable the pupils in Year 3 to Year 6 to come to terms with precisely what is expected of them; on occasion their concentration lapses. Aspects of the teaching that could be improved are the teaching of handwriting and the development of pupils' independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory: all subjects of the National Curriculum and religious education are taught and short-term planning is good. However, for Year 3 to Year 6 there is a lack of curricular planning in the long and medium-term to ensure that pupils' skills and knowledge are built upon step by step. The curriculum for other pupils is sound; it is practical and lively.
Provision for pupils with special educational needs	Good: in practice pupils receive good support though the policy is out of date. The school quickly identifies those pupils who are struggling and provides the extra help they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: the cultivation of pupils' spiritual development is very good. Provision for pupils' moral and cultural development is good with strengths in pupils' cultural heritage. Provision for pupils' social development is sound.
How well the school cares for its pupils	Provision is good: the school provides a caring, supportive atmosphere in which pupils are valued as individuals. Systems to track pupils' progress are at an early stage but already the school has used this information to identify the support that pupils need.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: the newly appointed headteacher provides clear educational direction. A cohesive team is determined that the school should succeed. The school's capacity to improve is very good.

How well the governors fulfil their responsibilities	Satisfactorily: the governors are proud of the school and fulfil their statutory duties appropriately.
The school's evaluation of its performance	Satisfactory: the school is self-critical though its monitoring has placed insufficient focus on academic achievement.
The strategic use of resources	Good: financial resources are used well to benefit the pupils' learning. An underspend has been earmarked for improvements in information and communication technology and to retain the good pupil to teacher ratio. The school satisfactorily consults parents and obtains resources at competitive prices; it understands its performance in comparison with that of other schools. Staff are deployed appropriately and teaching assistants add much to the quality of education provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They consider teaching to be good and that their children make good progress. • The school helps pupils to mature and pupils behave well. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside school. • The amount of homework for older pupils.

Parents acknowledge that the school has recently improved. The inspection judgement agrees with the views of parents overall. The leadership and management of the school are judged sound at this early stage; the school has a very good capacity to improve. Pupils' behaviour is judged to be satisfactory, though some of the older pupils are still getting used to the standards of behaviour now requested in the classroom. The range of activities outside school is constrained by the fact that the majority of pupils travel to school by bus or taxi. Homework is linked well to classroom tasks and is satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides a good standard of teaching and deploys teaching assistants particularly well

1 The good quality of the teaching is a fact clearly recognised by parents. A hundred per cent of those returning the parent questionnaire agree that the teaching is good.

2 Teachers have high expectations and they use a stimulating and imaginative range of teaching methods to which pupils respond with growing enthusiasm. Teaching assistants are deployed well to help particular pupils or to support groups of pupils so that the teacher can teach one year group at a time. This is important in the mixed-age classes and means that for a great part of each lesson pupils receive direct teaching because the lessons are planned and managed so well. This was the case, for example, when the teaching assistant taught pupils in Year 3 about solid shapes. The pupils were led through the activities at a good pace and as a result they came to a better understanding of the names and qualities of solid shapes. Pupils with special educational need were included well through the firm yet friendly approach.

3 A mark of the very good teaching is the very brisk pace, which enables pupils to acquire skills, knowledge and understanding very effectively. This was the case, for example, in a daily mathematics lesson in Year 3 to Year 6. Pupils in Year 6 made very good gains in calculating the perimeter of rectangles. Explanations were clear and pupils were prepared to work very hard and really think. They enjoyed the challenge and the skilled questioning was varied, well matched to pupils' levels of attainment and drew well on pupils' understanding and forged it forward.

4 In the past, pupils' learning has been affected by frequent changes of teachers, but pupils now apply themselves better to their work because of the good teaching; in only a few cases did pupils not give of their best. In a science lesson in Year 3 to Year 6 management skills were used effectively to maintain pupils' concentration. Well-chosen teaching methods kept them attentive and eager to participate in activities which were interesting, challenging and appropriate. It meant not only that pupils acquired scientific knowledge at a very good rate but also that high expectations were reinforced in a practical manner. As a result, pupils knew what they had to do, got on quickly and produced interesting work about how to care for teeth.

5 The teaching for reception, Year 1 and Year 2 pupils is equally strong. The keynote to the successful teaching is the very good relationships, teachers' good knowledge of the subjects taught and the effective use of support staff to help all pupils achieve well. The teaching is varied and sets a good pace so that pupils are enthusiastic and willing to work hard to meet the rigorous demands placed on them. A feature of the good teaching is the way in which pupils of different attainments are catered for. This, together with well-established routines means that no time is wasted and pupils know they come to school to work hard. This has a beneficial effect on the rate of pupils' learning. They become engrossed in their tasks, whether they are working independently, with others or learning new skills with the teacher. For example, in a literacy lesson when pupils were directed to group work Year 2 pupils automatically read text prepared for them while waiting for the teacher to get Year 1 pupils busy. This strategy worked well because when the teacher then moved to Year 2 the pupils had already a grasp of the passage and were prepared to answer questions about it and think hard. For example, they thought of questions they might wish to ask an author such as "Where do you get your ideas from?" and "Which of your work is your favourite?"

6 A relative weakness is that pupils are not given enough opportunity to be independent. For example, in the reception to Year 2 class, because the class is small and there are plenty of adults, it is often the case that adults will set out equipment and even tidy it away rather than expect pupils to do so as part of the lesson. For older pupils the teaching at this stage of the new academic year rightly insists on a structured, step-by-step approach to pupils' work and tasks. For example, pupils

are reminded to raise their hand to indicate that they want to speak rather than just call out. This needs to be re-established before pupils are provided with more freedom to take a more self-sufficient approach to their learning.

7 The strengths greatly outweigh the relative weaknesses and the school is very well set to improve.

Standards reached by seven year olds are above average in English, mathematics and science

8 Results fluctuate in this small school year on year depending on the size of the group and the number of pupils who have special educational needs. This year's standards are above those typically expected in Year 2 because of the good quality of the teaching and the consequent effective gains and good pace in pupils' learning.

9 In the National Curriculum tests and assessment by the end of Year 2, the proportion of seven-year-olds attaining the nationally expected level has been well above average in reading since 2000. In mathematics standards have been almost consistently in the best-performing five per cent of schools nationally over a number of years. In writing standards have been more variable but overall show a strong trend of improvement since 1998.

10 Pupils do particularly well at reaching levels that are more typically expected of older pupils. Because this is the case the standards reached by the end of Year 2 were well above the average of similar schools in 2001. Since the time of the last inspection standards have improved, especially in English, in which they were below average. This is because of the high expectation set by the teaching linked to an effective teaching of basic skills. The national strategies for literacy and numeracy are implemented well for Year 1 and Year 2 pupils and build well on the good start in these areas made by children in the reception year.

11 The teaching nurtures enjoyment in writing and working with numbers and in investigating scientific features. Pupils become adept at writing for a real purpose, such as writing book reviews for friends to read or making booklets to record information. They make good progress from writing a few lines at the beginning of Year 2 to writing independently using sentences by the end of the year. The quality of pupils' letter formation is sound but there is no move at this stage to produce a cursive script even though the higher attainers in particular are ready to do so. Pupils make good attempts at spelling and the content of their writing improves dramatically over the year aided by marking of good quality. Pupils' achievement is good. In mathematics pupils 'play' with numbers and confidently apply the rules of addition and subtraction to work out simple numerical problems. Their oral and mental recall is good, as shown when they demonstrated their skills in making amounts using a given number of coins. In a science lesson pupils achieved well investigating sound.

12 The good gains seen by the age of seven have until this last year been insufficiently well reflected by the end of Year 6. Older pupils have in particular been adversely affected by changes in the leadership of the school and in the changes in class teacher this has brought about. As a result standards have been depressed. These factors are now rectified and the school is very well set to succeed.

The provision made for pupils' spiritual growth is very good

13 The staff and governors have created a climate which engenders respect for individuals and appreciation of deeper feelings. Pupils' self-worth and self-esteem are important to the school and are woven into its aims to stimulate and develop children's potential as individuals in a secure and distinctly Christian environment. Spiritual expression is encouraged in subjects such as art, literacy,

science and geography. Opportunities occur naturally in collective worship and throughout the school's general daily life providing times for pupils to develop insights into that beyond the physical. The broad provision underpins the pupils' spiritual growth.

14 Lessons in personal, social and health education help pupils to understand emotions and feelings. For example, when learning about a 'recipe for life', Year 6 pupils understand the meaning of 'One cup of kindness mixed with a pinch of consciousness'. Such teaching as this also provides a platform for pupils to ask questions which are important to them. In Year 2 a highly stimulating environment promotes a love of learning and, in particular, has a very strong impact on children's personal development. This means that pupils are willing to share their thoughts and they ask and answer questions comfortably.

15 Pupils are encouraged to explore their feelings through their local environment. For example, when asked what was special about their new accommodation a Year 6 pupil reflected on the use of sandstone to match the older part of the building and the range of sunny tones of colour reflecting the light from the hills. The pupil liked the arch which forms part of the roof because it is aesthetically pleasing. Educational visits are well chosen, such as the visit to a ship of Captain Cook's time, on which pupils had the opportunity to imagine what it must have been like sailing out from Whitby in years gone by.

16 The beauty of the natural world about them is an important part of the pupils' daily lives. They very much appreciate the hills and vales and certainly do not take the countryside for granted. Much of their writing relates to caring for animals and using the countryside for livelihood and pleasure. The school provides good links to pupils' heritage through the good quality of the teaching and well chosen topics. In a geography lesson, for example, pupils in Year 1 recognised photographs of their locality and when pressed to explain where an aerial photograph could have been taken one pupil said, "It's taken from the top of the hill where I once went".

17 Collective worship is a special time in which the atmosphere encourages reflection and where music sets the tone for the worship. Pupils gain a sense of spirituality through singing together. Their singing is sweet and tuneful and draws together pupils of differing ages into the school community. A classroom prayer at other times during the school day enhances the provision for pupils' spiritual development, providing quiet times to reflect. Displays promote the pupils' visual appreciation and their understanding of beauty; for example, a display of flowers and works of art upon which a pupil commented "They just make you feel happy because the colours are happy colours". In an art lesson in Year 2 pupil studied the work of L. S. Lowry and through role play and painting grew in appreciation of the work and times of a well known artist and how landscapes differ from place to place.

18 The school provides a variety of opportunities for pupils' spiritual development, such as exploring values and beliefs. Staff create very successfully a climate within which every pupil can flourish and be respected. As a result pupils enjoy school; indeed their rate of attendance is very good. High aspirations are actively encouraged. Teachers are willing to listen to pupils' views and beliefs and answer their questions and this helps pupils to have a deepening sense of the beauty of the world about us and the significance of their part in it.

WHAT COULD BE IMPROVED

Standards in writing, reading and speaking by the end of Year 6

19 By the end of Year 6 pupils are reluctant writers. They write very little and find it difficult to record their feelings. Their stories are short; the best are to the point. Others lose the thread of the story line and become over-chatty. Pupils often use simple, rather than complex sentences. Pupils prefer to write charts and lists instead of prose because their prose lacks structure and they find it hard to write at length. Overall, too few opportunities have been provided in the past for pupils

to write widely and at length. In subjects other than English satisfactory use has been made of writing overall though at times work has been copied from a central source, detracting from developing pupils' grasp of ordering their work and widening their independent vocabulary.

20 By Year 6 pupils' handwriting though joined is angular and lacks flow. This is because the writing scheme used in Year 1 and Year 2 has been discontinued for the older pupils. Moreover, a significant proportion of pupils hold their pencils wrongly, which has gone uncorrected, and at times adopt a poor posture for writing. Even the average and better attainers use erasers often to delete their work or if using ink cross out words in a messy fashion. The outcome is that the amount of writing completed is unsatisfactory. Spelling is below average, for example, a higher attaining pupil made phonetic mistakes such as 'pritty' for 'pretty'. Pupils do not naturally refer to dictionaries or to a thesaurus to aid their spelling and use of words. Nonetheless progress is very evident since the beginning of this term. Pupils are making headway in adapting the style and content of their writing to suit its purpose. Marking is timely and helpful and sets a good example by using a cursive script for pupils to follow.

21 The quality of pupils' reading is hindered by the lack of a structured reading scheme for older pupils. By the end of Year 6 pupils are often hesitant when reading aloud. Their voices lack tone and variation and this reflects their underdeveloped skills in speaking to a range of audiences. This is not to say that they do not enjoy their reading. They are able to name favourite books and authors and to provide simple reasons for their choice. The use of reading records as a diagnostic tool to help the pupils is at an early stage. In addition the school library is limited in space and scope. This is in part because the school has previously withdrawn sets of books to form resources for particular topics but they are not readily available for all pupils to browse through and use. As a result pupils have an unsatisfactory knowledge of library systems and how to locate information.

22 Pupils are reserved in their conversations but enjoy discussion in small groups and with partners. It is when they are expected to speak in front of the whole class that they often prefer to listen rather than offer oral contributions. They do not generally speak out clearly and often need timely prompts to expand on their views. Pupils are coming to terms with the high expectations of a new teacher, who is quickly establishing a rapport with the pupils as a foundation for expanding pupils' speaking skills.

Standards in information and communication technology across the school

23 Standards attained by the pupils at the end of Year 6 and Year 2 are lower than those found at the time of the last inspection and the school has been unable to keep up with the pace of improvement found in other schools. For example, the school had to place government training for teachers on hold during the period when they worked in temporary accommodation and as a result the school has yet to fully benefit from the scheme to raise the level of teachers' subject expertise in information and communication technology. The school has not yet got access to the Internet, so lack of resources adversely affects pupils' development in this respect. At times, during parts of lessons or whole lessons, though the computers were switched on they were not in use because the school has no consistent system for making sure that as one pupil finishes work another is set to carry on. Furthermore the positioning of the computers in Year 3 to Year 6 makes access difficult.

24 Pupils enjoy the challenge of working on computers and finding out how best they can be used to help them with their work. However, pupils who do not have regular access to computers at home are reluctant to have a go and are on occasion afraid to make mistakes. This being the case, they need much adult support to explain programs and how best the computers can be used. For example, when Year 4 pupils practised changing the size and style of the font they were using to make newspaper headlines, they required the direct help of an adult to remind them of the steps to take and they were unable to save their work without such help. The teaching was of good

quality and pupils responded well so that by the end of the lesson they were able to make sound use of the facilities available. By Year 6 pupils' skills in interpreting and analysing data and in controlling robots are more typical of younger pupils. Pupils developed their understanding and skill in creating, testing and to an extent modifying sequences of instructions to build a shape but worked at a slow speed, having to think through each step at a time. When mistakes were made it took pupils some time to rectify them and this was usually done by deleting the work and starting again – not a good way of working.

25 By the end of Year 2 pupils are not sufficiently au fait with the keyboard to be able to work quickly and adeptly. In simple word-processing for example, much time is taken finding the correct letter and so the pace of their work is too slow. The time taken to type takes away valuable learning time from other aspects of using computers. On occasions the teacher entered information, as when collating a graph about groups of musical instruments, which limited the pupils' opportunities to develop their skills by direct use of the computers. A mark of the good teaching is that pupils are given clear instructions and provided with sufficient time to experiment, as when pupils in Year 2 were able to use a graphics program to produce colourful geometric designs. The teaching was patient and pupils made good gains in understanding the use of the particular icons on the screen.

The curriculum for pupils in Year 3 to Year 6 to develop their knowledge and skills more systematically

26 The curriculum for pupils in the foundation stage and in Year 1 and 2 is satisfactory. However, the long-term planning to continue the curriculum into Year 3 to Year 6 is not sufficiently well in place. The new headteacher, who is also the teacher of Years 3 to Year 6, has worked hard to collate curricular plans for this term but has had very little indication from documentation held in the school as to what the pupils should be studying each year. There is much work to be done to establish a long-term plan to meet the learning needs of the four age groups within the class and to make sure that pupils have an up-to-date, broad and balanced curriculum. For example, though the taught time in the school is in excess of that recommended, prior to the inspection the school was unsure how much time was allocated to each subject.

27 Policies for subjects of the National Curriculum have recently been updated but a bank of medium-term planning to show how the aims and objectives will be achieved does not yet underpin these policies.

28 The national strategy for numeracy and the methods that it advocates have yet to be fully implemented in Years 3 to Year 6. The school is in a very good position to do this, given that the new headteacher is a leading teacher of numeracy.

29 Despite the constraints mentioned above the curriculum is nonetheless lively and closely linked to the local environment. Parents note that in recent months the topics covered have been more challenging and often investigative. A strength is the number of visits and visitors that the pupils have. Links are developing well with other local village schools to widen the breadth and depth of the curriculum. For example, a woodland visit where pupils built shelters together and direct instruction on pottery all help very much to widen the pupils' knowledge, to develop their skills and understanding and to build well on their social development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 The headteacher, staff, governing body and local education authority should:

(i) Raise standards in English by the end of Year 6. To do this they should:

- develop and implement a consistent approach to handwriting;
- set time aside for extended writing;
- provide a range of opportunities for pupils to speak;
- use a structured reading scheme; and
- establish a library.

(Paragraphs 19 - 22)

(ii) Raise standards in information and communication technology. To do this they should:

- complete staff training for information and communication technology; and
- make effective use of resources including improved access to the computers.

(Paragraphs 23 – 25)

(iii) Plan the curriculum for the Year 3 to Year 6 pupils to develop pupils' knowledge and skills more systematically. To do this they should:

- set time aside to agree and implement curricular planning for the long-term and medium-term; and
- implement the National Numeracy Strategy.

(Paragraphs 26 – 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	9	1	0	0	0
Percentage		23	69	8	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 almost eight 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	46
Number of full-time pupils known to be eligible for free school meals	N/A	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	7

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	2

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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	46	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	20.9
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	42

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	158,882
Total expenditure	150,414
Expenditure per pupil	3,270
Balance brought forward from previous year	12,813
Balance carried forward to next year	21,281

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	41
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	14	5	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	62	33	5	0	0
My child gets the right amount of work to do at home.	38	43	19	0	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	71	24	0	5	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	5	0	0
The school expects my child to work hard and achieve his or her best.	81	14	5	0	0
The school works closely with parents.	57	38	0	5	0
The school is well led and managed.	71	24	0	0	5
The school is helping my child become mature and responsible.	76	19	5	0	0
The school provides an interesting range of activities outside lessons.	30	15	30	15	10