

INSPECTION REPORT

AUSTWICK CE PRIMARY SCHOOL

North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121620

Headteacher: Mrs L Crutchley

Reporting inspector: A C Davies
3639

Dates of inspection: 31st March – 1st April 2003

Inspection number: 248278

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:	Church of England Voluntary Aided
Age range of pupils:	4 - 10
Gender of pupils:	Mixed

School address:	Austwick Lancaster
Postcode:	LA2 8BN
Telephone number:	01524 251366
Fax number:	01524 251366

Appropriate authority:	Governing Body
Name of chair of governors:	Rev John Dalby

Date of previous inspection:	March 1998
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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3639	A C Davies	Registered inspector
9214	J Garland	Lay inspector

The inspection contractor was:

Focus Education (UK) Ltd

113-115 High Street
Uppermill
Saddleworth
Oldham
OL3 6BD

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Austwick is a very small primary school with 43 children, aged between 4 and 10, attending. The vast majority of pupils move on to Settle Middle School at the age of 10. The school is situated in a very rural area in North Yorkshire, six miles north west of Settle. The pupils are organised, by age, into two classes. Very few pupils are entitled to school meals free of charge. A number of pupils come from the farming community and many, including these, are transported daily into school by minibus. Many of the families have been associated with the school for several years. There are eight pupils on the special educational needs list and one has a statement. This is below national averages. The attainment of children on entry to the school varies considerably from year to year. There are strengths in the children's personal, social and emotional development before they start school. However, a significant number of children start school requiring support from speech therapists.

HOW GOOD THE SCHOOL IS

This is a very good school that has many, considerable strengths. Pupils attain well in all subjects with some very impressive language work happening. The teaching is very good and this helps pupils to be effective learners. The school's success is enhanced by the quality of leadership of the headteacher who is at the heart of everything that is happening. The school provides very good value for money.

What the school does well

- Pupils make good progress in literacy and their writing, in particular, is very impressive.
- Each teacher successfully manages three age groups in each classroom, ensuring that pupils of all abilities are challenged.
- The school is exceptionally well led by a committed headteacher who has her finger on the pulse of the school and the local community.
- Pupils' attitudes and behaviour are outstanding and they take on many additional responsibilities, especially helping younger pupils settle into school.
- Pupils' information and technology skills are advanced and they make good use of their skills in all subjects.
- Creativity is at the heart of the curriculum enabling pupils to develop their skills and proficiency in art, dance and music.

What could be improved

The school has no serious issues but there are two areas for further development:

- The outside learning environment for reception-aged children needs further enhancement. This has already been identified as a priority in the school improvement plan.
- The level of attendance is unsatisfactory. (Unauthorised absence too high due to late arrival of pupils and many pupils being on family holidays during term time.)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and it was considered to be a good school at that time but it has improved even more since then. The school has successfully implemented the many national initiatives that have been introduced in the last five years, including the National Literacy and

Numeracy Strategies. This has helped to raise standards in all areas because there is good use of pupils' literacy and numeracy skills in all subjects. The teaching, previously noted as a major strength, has improved and is now very good overall and having a very good impact on pupils' learning. The school continues to be exceptionally well led with a strong sense of teamwork amongst staff being a key feature of the school's success. The school had no issues last time and it has successfully dealt with all the minor points identified in the previous report.

STANDARDS

Because the school has very small groups of pupils in each year it is difficult to use comparative data to try to make judgements about standards compared with national results or similar schools. However, the school's national test results for Year 2 pupils over the past few years show that a large number of pupils are attaining beyond the level expected for their age and very few, over the past few years, have failed to attain the level expected for their age. The present Year 2 is made up of 7 pupils who write with confidence and read exceptionally well. They are also proficient mathematicians and their overall attainment is well above that expected for their age.

There is good progress being made between Year 2 and Year 5 with non-statutory tests and analysis of Year 6 results from the school they move on to showing that a large proportion of pupils attain very well. The present Year 5 is made up of 8 boys who are attaining well for their age. The overall picture is one of pupils attaining highly, making good progress and achieving well. More able pupils are being effectively challenged and less able pupils, including those on the special educational list, are also making good progress because of the quality of support that is provided for them.

The standard of work in writing is particularly impressive. Pupils are able to develop interesting and exciting ideas in their stories because of the creative effort they put into them. Pupils are successfully able to develop characters and write stories with imaginative twists by the time they are in Year 5. The vast majority enjoy their reading and can talk with authority about the range of books they read. Many are reading well in excess of 2 years beyond their chronological age by the time they are in Year 5. Pupils quickly develop a secure understanding of number and make good use of this as they attempt to solve problems. By the time they are in Year 5 the vast majority cope very well with multi-step problems, requiring them to organise their work so that they know which numerical operation to apply to each situation. Pupils' information and technology skills are advanced and they are able to work independently to apply these skills to different situations. Subjects like English, mathematics, science, history, geography, art and religious education benefit from pupils' using their information and communication technology skills.

When pupils first start school their level of attainment on entry varies considerably from year to year. However, most have good personal and social skills. The vast majority are confident communicators although a growing number require additional support from speech therapists. During their time in school all pupils, irrespective of age or ability, make good progress. More able pupils achieve well because they are challenged to produce their best. Pupils with special educational needs make good progress because their needs are identified very early and support is provided for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding. Pupils are extremely proud of their school and are keen to do well. Their positive attitudes make an important contribution to their ability to learn effectively.

Behaviour, in and out of classrooms	Outstanding. Pupils are polite, courteous and a pleasure to be with. They are a credit to the school and their parents.
Personal development and relationships	Outstanding. The way older pupils take responsibility for younger pupils is particularly impressive. All pupils are keen to be fully involved in the life of the school and Year 5 pupils successfully apply for a range of jobs which they take very seriously.
Attendance	Unsatisfactory. Many families take their holidays during term time and many pupils arrive after registration.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
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 teaching is very good and is making a considerable contribution to pupils' learning. One of the most impressive features is the way the teachers in both classes manage three age groups so that all pupils, irrespective of ability and age, are challenged to produce their best possible work.

In each of the two classrooms the organisation of the resources is an important feature. The classroom support assistants are very well deployed to provide support for individuals, or groups of pupils. Equipment is set out so that small groups of pupils are able to move to tables after the teacher's initial explanations and be able to get on immediately with their tasks while the teacher talks to the next group. These two factors are enabling work to be organised effectively to meet the needs of all abilities, especially those with special educational needs. In addition, the teachers work at a demanding rate and take time to ask pupils to check if they have produced their best possible work. Pupils' learning is helped by the attention that staff give to developing learning targets with individuals. This helps pupils to know what is expected of them and to check to see if they have achieved their goals.

Pupils are encouraged to make decisions about their work. There is a focus on independence with pupils being encouraged to think for themselves and offer ideas in whole class discussions. This is helping their level of confidence and is further enhancing their learning. Pupils feel proud of their achievements and work unstintingly if they feel their efforts have fallen below their own expectations.

Apart from giving due attention to pupils' literacy and numeracy skills the staff plan work so as to challenge pupils' creative ideas and thoughts. The links that are demanded across the subjects helps pupils to be use their information and technology skills to find out information in a range of different ways, especially through the Internet. Pupils' positive attitudes and ability to concentrate for prolonged periods adds to the quality of their learning

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum requires pupils to use their literacy and numeracy skills in all subjects. Creativity is prioritised with much attention given to art, dance and music. Despite the outside learning

	environment for reception-aged children needing further enhancement, these young children have a full range of activities provided for them.
Provision for pupils with special educational needs	Very good. Pupils with learning difficulties are identified early, provided with very good levels of support and have well-organised individual plans to help them improve.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The way learning is organised requires pupils to get emotionally and personally involved in all aspects of school life. This is helping pupils to take responsibility for their actions and in recognising their role in a multi-cultural society.
How well the school cares for its pupils	Very Good. There are very good systems in place to help the school track the academic progress of pupils. The staff provide a very safe place for pupils to work and play.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher's unstinting desire to ensure all pupils are being challenged appropriately and her ability to create a strong team working to a common purpose makes her an excellent leader of this school.
How well the governors fulfil their responsibilities	Very good. The very dedicated governors play their part in the way the school is led and managed. They have very good procedures to help them see how well the school is performing.
The school's evaluation of its performance	Very good. The school makes very effective use of a range of systems to help it assess how it is performing. Good use is made of this information to set targets for future improvement.
The strategic use of resources	Very good. The way the school uses its classroom support assistants is one example of the school seeking and getting the best possible value for its money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is well led. Children are expected to work hard. The teaching is good. Children are helped to be mature and responsible. 	<ul style="list-style-type: none"> The information provided for parents about the progress their children make.

The parents have rightly acknowledged the high quality of the work of the headteacher and staff in helping this to be a very good school. They also have accurately recognised that their children are

mature, hard working individuals. The information provided for parents about the progress their children make is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **Pupils make good progress in literacy and their writing, in particular, is very impressive.**

- 1 The national test results are not a particularly helpful indicator when trying to assess the school's performance against other schools nationally or locally because very few pupils take the tests each year. In addition, because there is no Year 6 the school is only involved in the Year 2 national tests. However, despite this there is good indication, when taking the school's national test results for Year 2 pupils over the past few years, that pupils attain well. A large number of pupils are attaining beyond the level expected for their age and very few, over the past few years, have failed to attain the level expected for their age. Non-statutory tests and analysis of Year 6 results from the school pupils move on to also show that a large proportion of the school's pupils attain very well. The results from national and non-statutory tests show that this is very much the case for English.
- 2 The present Year 2 is made up of 7 pupils who write with confidence and read exceptionally well. The present Year 5 is made up of 8 boys who are attaining well for their age. The overall picture is one of pupils attaining highly, making good progress and achieving well in both reading and writing. More able pupils are being effectively challenged and less able pupils, including those on the special educational needs list, are also making good progress because of the quality of support that is provided for them. The standard of work in writing is particularly impressive. Pupils are able to develop confidence in writing with their stories being interesting and exciting. This is because of the creative effort they put into their written communication. Pupils are able to create different types of characters and settings for their stories and include imaginative ideas that take the reader by surprise by the time they are in Year 5. The vast majority enjoy their reading and can talk with authority about the range of authors and books they read. Many are reading well in excess of 2 years beyond their chronological age by the age of 10.
- 3 By the time they are in Year 2 the vast majority of pupils are able to read with confidence, expression and fluency. Very few are not reading at least at the level expected for their age. They are able to talk with enthusiasm about their books and have no difficulty choosing a character from a book that they would like to be if they had the chance. Year 5 pupils read with much expression and know how to hold the audience's attention. They are able to use humour, suspense and tension, as needed, to draw others into their reading. They clearly enjoy reading and are very excited about choosing new books. Most have already developed a strong preference for different styles of authors.
- 4 Despite standards being high in reading it is writing that is the most impressive feature of pupils' literacy. Year 2 pupils write clearly, logically and it is well sequenced. More able pupils are not afraid to use adventurous words and will 'have a go' at attempting words that they are not sure about, for example, 'the river Teams is in London'. They have good imaginative ideas, for example, 'they saw a magical door that led them to Lapland.' In one lesson, pupils had to

come up with ideas relating to why the elephant's trunk grew long. The pupils built up their ideas well and one more able pupil added an interesting twist at the end, 'The elephant was jumping for joy (because his trunk was long) but he didn't notice crocodile behind him.'

- 5 By the time pupils are in Year 4 their writing has matured further and their stories include phrases that illustrates that they have a wide vocabulary. For example, phrases and words like, 'big, black limousine'; 'blindfold'; 'cold and mouldy basement'; and 'ransom', appear in their stories. In Year 5 pupils are able to sustain a story line. They use humour and suspense effectively and can interweave dialogue, description and action well. There is evidence of good imagination being prominent to aid the quality of the writing. In one lesson pupils were able to come up with very creative ideas as to why the dragon, who was looking for a friend, was being rejected by a number of different creatures.
 - 6 Pupils are confident in their use of simple, compound and complex sentences. Examples such as, 'At dawn, they set off into the dessert'; 'Thump, there goes my brother, Prince Romeo.'; 'Night came, and I decided to continue my search the following day' punctuate pupils' writing. They are very secure with the secretarial skills of writing and use a full range of punctuation, including in-sentence punctuation. Their spelling is good and they present their work neatly and legibly.
- **Each teacher successfully manages three age groups in each classroom, ensuring that pupils of all abilities are challenged.**
- 7 In each of the two classrooms teachers give very good consideration to the needs of all age groups. The classroom organisation and management are very effective, allowing this to happen. There is very efficient use of the classroom support assistants to maximise their influence across the age groups.
 - 8 In Class 1, which is made up of reception-aged pupils as well as Years 1 and 2, the teacher has created a very well organised classroom to enable all pupils to be stimulated and challenged. In this class the teacher successfully manages the needs of young reception children, working to the foundation stage of learning guidelines alongside the National Curriculum needs of Years 1 and 2 pupils. The use of the classroom assistants is vital to this organisation's success and the system works very well because of the commitment and dedication of all adults working in this classroom. Most lessons start with the pupils being gathered together. During this period it is usually the class teacher that leads the session and she chooses resources that can provide stimulation for the three age groups. For example, during a literacy session she uses the book, 'Harriet' by Debbie Inkpen, a story about the adventures of a hamster, which offers different things for each age group. The younger, reception-aged children hear the story and then move away with the classroom assistant to explore the school grounds, as if they were hamsters. Year 1 and 2 pupils stay together to consider the story's setting and main characters. They then move on to carry out varies tasks which is differentiated to meet the needs of all pupils. Ability is the main characteristic of each group, not the age of the pupils. The very good classroom management of the teacher sees her give prolonged attention to one group while the others are provided with a task that they are able to start without the need for adult attention. All pupils are fully engaged in their tasks within a matter of minutes of moving away from the whole class setting.

- 9 During a numeracy lesson in Class 1, the teacher manages the pupils in a similar way. Again the whole class start together for the mental and oral warm-up. During this session she directs questions at individuals or groups of pupils and keeps up a brisk pace. The younger pupils (reception) then move away to continue their mathematics work, initially with the classroom support assistant, while Year 1 and 2 pupils continue with their mental and oral work. The two main tasks that follow for the Year 1 and 2 pupils are very well managed. The Year 1 pupils start with a worksheet based on number bonds to 20, and Year 2 work with the teacher on division. As both groups get into their stride the teacher then gives attention to reception-aged children and the classroom assistant has an oversight of others in the class. This form of successful organisation requires a high degree of planning, which is a most apparent feature of the class teacher's qualities. The careful assessments undertaken with each pupil also helps the teacher to prepare work that builds on their previous knowledge and attainment.
- 10 In Class 2, which is made up of pupils from Years 3, 4 and 5, the class teacher is equally as expert in handling the needs of three age groups. In a numeracy lesson, for example, the teacher starts with a whole-class activity that has 'built-in' consideration for pupils' age and ability. During this part of the lesson each pupil has a number of cards, which describe a mathematical property, for example, a four sided, right angled shape with two sets of equal sides. Another person has the word 'oblong' written on a card and another description. The fast moving game is known as 'follow me' and the pre-prepared cards range in difficulty and cover aspects of shape, measurement and number. The teacher is able to organise the cards carefully when handing them out to her class so that the more able, older pupils receive the most difficult descriptions.
- 11 After the mental and oral starter the classroom management is very impressive. Tasks and activities that require independent work are well organised. The teacher gets around each group and sets them off on their work appropriately. Within a minute of moving from the mental and oral starter to the main task, all groups are fully occupied. The working atmosphere is very positive and pupils are enthusiastic.
- 12 During a literacy lesson in Class 2, the teacher uses a different model of classroom management to reach the needs of all pupils. The lesson starts with the teacher using different pieces of art work to stimulate pupils' descriptive language. Each pupil has to respond by writing a sentence, describing the art work, on a 'post-it'. They then have to improve their original sentence after the teacher reminds the whole class about certain descriptive strategies. Older pupils are asked to consider comparative and superlative adjectives while younger ones are asked to consider similes. This works very well because there is much improvement in the pupils' sentences. After this session the teacher organises pupils into two main groups. The first group work with her, giving more attention to comparative and superlative adjectives. The other, younger group works with a worksheet, which has flower patterns with a noun written in the centre. The younger pupils have to write an appropriate adjective in each of the petals. Again, the work ethic is impressive with all pupils moving quickly from one task to the other with minimal fuss.
- 13 The teacher's true strength in handling the three age groups comes from the way she successfully engenders a real confidence amongst the pupils. They are good listeners who ask appropriate questions. They also search for additional depth in their work, as was seen when one pupil described the sun as a 'golden plate' after giving much thought to the best metaphor to use. Pupils feel challenged and are fully engaged and work hard. They are all keen to offer suggestions and to be asked to answer questions.

- **The school is exceptionally well led by a committed headteacher who has her finger on the pulse of the school and the local community.**
- 14 The headteacher provides strong leadership. This is seen in the way she has formed a very effective team around her. Her charisma and drive are evident for all to see and this makes it possible for staff, parents and pupils to have faith in her leadership. The governors are very confident of her ability to continue to take the school forwards. Since the previous inspection she has improved further the management procedures and enabled staff to take on new initiatives both from a national and school perspective. The analysis of the parental questionnaires and the evaluation of the pre-inspection parental meeting reveal that the headteacher is extremely well regarded by the parents, pupils and the community. The governors also state their respect and admiration for the way she leads the school. This is a very impressive picture for someone who is leading the school and having full-time class teaching responsibility for four days of the week.
 - 15 The headteacher has developed a very effective style of leadership that has many outstanding qualities. She leads by example. Her teaching is of high quality and her handling of whole-school situation, such as, assemblies are equally as impressive. For example, during one assembly on 'What makes you happy?' she links pupils from Class 1 with those from Class 2. The assembly is particularly successful for the way she ensures that all pupils make a contribution. Pupils find her style very supportive and are quickly at their ease with her. She encourages and helps to raise their self-esteem, but at the same time is very demanding. The combination works well in bringing out the best in pupils.
 - 16 She is equally as successful in developing a strong sense of teamwork amongst the staff. Everyone who works in the school, from teachers, secretary, classroom assistants, lunchtime supervisors and caretaker, is part of the team. There is very effective liaison between the teachers, classroom assistants and the headteacher. They work efficiently together to plan for the needs of all pupils, recognising that the planning needs to be thorough, yet not too burdensome. This they have managed because the planning used gives good quality information about how the needs of all pupils are to be met; draws upon the medium and long term plans available and takes full account of pupils' prior attainment. Yet, it does not have duplication and is organised in a manageable way. The classroom assistants are very clear about their role because the high quality of liaison is excellent, as is the guidance that they are provided with. Similarly, she and the secretary work effectively to ensure that the secretary is able to deal with issues that do not need to be brought to the headteacher's attention. In this way, the effective working relationship that they have releases the headteacher to deal with innovative issues and ensures she is not dealing with matters that can be assigned to the secretary.
 - 17 The headteacher has been instrumental in developing systems that help the school to track the progress of pupils and thereby put a high priority on keeping standards high. Good use is made of national and optional tests to facilitate the process of checking on pupils' progress. Good use is also made of information received from the Local Education Authority to check how well pupils are attaining compared with local and national results. The school has successfully created a proforma to help the staff be clear about expectations for each pupil on an annual basis. There is regular checking of pupils' on-going work to help with this progress. The headteacher also uses the services of the Local Education Authority to help monitor the quality of teaching and learning. Both the headteacher and full-time teacher are fully involved in the process and often carry out joint observations to help moderate their own judgements. The

process used helps enormously with the school's ability to keep check on standards and provision.

- **Pupils' attitudes and behaviour are outstanding and they take on many additional responsibilities, especially helping younger pupils settle into school.**

- 18 Pupils enjoy attending this school. This is confirmed by the analysis of parental questionnaires, which showed that 97 per cent of parents believe that their children enjoy school (77 per cent agreeing very strongly that this was the case). Pupils are undoubtedly very proud of their school and they strive to do well both personally and academically. Their attitudes to school help to create a very positive atmosphere where pupils feel safe and secure. The pupils' enthusiasm is seen at its best during occasions when visitors come to the school and they have a chance to talk to them about their work. This happens very frequently and is something that the pupils look forward to.
- 19 The standard of behaviour in classrooms is very good and is helping pupils to learn effectively. The teachers are able to concentrate on developing pupils' academic abilities because pupils are receptive to the work that is presented to them and no time is lost to disruption caused by anti-social behaviour. Pupils are a joy to spend time with. The older and younger pupils in the same class interact very well during paired sessions or when they are directed to work together. Discussions with pupils revealed that they were used to talking with adults in a mature way and that they played a significant role in offering opinions about the way the school is run. They are courteous, well mannered and show very good consideration to others. The pupils' positive attitudes to each other starts from early on, as was seen when reception aged pupils in Class 1 shared resources and helped each other when looking for hamster homes in the environment, as part of their literacy lesson. Older pupils expressed their views in a very mature way with one explaining that, 'Austwick School has been here for a very long time and it's up to us to look after it now.' Others made a point of saying that the school was a quiet place where the rules were very simple and easy to obey.
- 20 Nominated pupils represent the feelings of their peers through the school council. A representative from every Year group attends the regular meetings. Each meeting is well run and there are agendas and decisions recorded and circulated to all pupils. Although adults attend the meetings, a nominated pupil chairs them and another takes the minutes. During a discussion with an inspector pupils expressed their support for the school council explaining that it provided pupils with a chance to 'air their views'. The pupils believe that action is taken on all sensible issues raised. They explained that there had been changes made as a direct result of the school council's views being put forward to the headteacher and other members of staff. The pupils who attended the school council were very articulate and were well prepared if they had a point to make. They were also prepared to discuss issues in a very mature manner and accepted that others did not always uphold their views.
- 21 Apart from the school council pupils have many opportunities to take on additional responsibilities. Pupils formally apply for a range of jobs that include aspects of classroom organisation and monitoring ICT procedures. Pupils also have the responsibility of taking out, and bringing back, equipment before and after playtimes. There is a buddy system in place with older pupils working in pairs to support the needs of younger ones. Most pupils seize on opportunities to be involved in all aspects of school life and are thrilled to be given special roles or responsibilities. Their personal development is greatly enhanced by this.

22 The school has also set up a regular reading partnership scheme, which sees older and younger pupils working together. This partnership arrangement occurs once a week with pupils from Class 2 having time with their partner in Class 1. The expression on the faces of the younger pupils during these sessions explains a great deal about their success. Older pupils have been taught specific skills to help them engage younger pupils in the reading process. The system works well and is an excellent example of the partnership between older and younger pupils at work. It provides the younger ones with opportunities of extending their reading skills and the older ones with opportunities for taking on additional responsibilities.

- **Pupils' information and technology skills are advanced and they make good use of their skills in all subjects.**

23 Pupils' attainment in information and communication technology is good. This is confirmed by the quality of work produced and by observing pupils at work during the inspection. There is good emphasis placed on familiarising pupils with computers from the moment they start school. By the time they leave Year 2, the vast majority of pupils are able to use a word processor to produce sentences. More able pupils are able to refine these sentences and make sensible amendments. They are also able to use a graphics package to organise data. They can use a CD ROM purposefully to search for information and can give a floor robot a set of instructions and set it into motion.

24 By the time they are in Year 4 pupils show a great deal of independence and have almost daily opportunities to present work on a computer. These pupils can find their own word processing page; insert a picture from the computer's encyclopaedia and add text to support their picture. They can follow a set of instructions very successfully and can also make decisions without referring to an adult. They show good knowledge of the range of tools that they use and are very familiar with the Internet and can 'download' information from it. They are very familiar with the routines involved when receiving or sending e-mail. They are able to open their own saved pages and can save, cut and load information as is required. They work at speed and can use the tools that help them magnify, or reduce, the pictures on their computers.

25 Year 5 pupils described how they had put together a multi-media presentation for 'parents' evening'. They had used a specific program that enabled the pictures or text to swirl on to the screen for effect. The presentation was made up of photographs that the pupils had taken themselves using a digital camera. These photographs were accompanied by brief statements, which flashed onto the screen in a variety of ways. The presentation lasted for approximately 5 minutes and was set on a loop, so that it would be repeated as the evening went on. The pupils were able to edit their first attempts and were able to evaluate their final effort.

26 Pupils used ICT very frequently in different subjects. The Internet was used very effectively to support work in geography, history and science. Art was another subject to benefit from the use of ICT, with pictures being created on the screen as well as information about various artists being accessed from the Internet. The use of the computers is a regular feature in literacy and numeracy lessons and this is proving to be an effective source of information as well as being a powerful resource to provide pupils with additional challenge.

- **Creativity is at the heart of the curriculum enabling pupils to develop their skills and proficiency in art, dance and music.**

- 27 Creativity is very much at the heart of the pupils' learning experiences. There is additional attention and focus given to art, music and dance by the staff as they develop their curriculum plans. The school has successfully continued to give much attention to raising and maintaining high standards in literacy and numeracy without losing sight of creative development for their pupils.
- 28 In Class 1, much of the youngest pupils' experiences are drawn from practical and imaginative ideas. This was seen when the reception pupils went on a walk in the outside environment after listening to the story 'Harriet' by Debbie Inkpen, about a young hamster's adventures. The pupils had to explore their environment as though they were hamsters and did so successfully because they are used to this type of approach to their work. The same applies to much of the work seen in Class 2. The teacher's way of working lends itself to challenging pupils' thinking. For example, the work on creative writing, using a piece of artwork as a starting point, required the pupils to think deeply about their responses. Many came up with very imaginative ideas and as a result the metaphors and similes began to flow.
- 29 Art is given a very high priority. This is seen when reception aged pupils are encouraged to look for some time before responding to snowdrops, or daffodils, found locally. Pupils are used to using a range of media and there is often a combination used for good effect, for example, paint and pastel used for creating a picture of foxgloves. There is emphasis given to line drawing; as was seen in the examples of Year 3 work on local artefacts; texture: as is noted in the work inspired by the artist William Morris; and, form: as was seen in the work related to a chair created by the oldest pupils. The art work is very impressive with pupils being prepared to experiment with different media and using the work of famous artists as an inspiration for their own work.
- 30 The same attention is given to music with the school making the most of the support provided by an outside specialist music teacher and other members of the teaching staff as well as classroom assistants. There is a heavy investment in providing music tuition, both for whole classes and for individuals who want to learn to play an instrument. In Class 2, there is an ensemble made up of three cellists, six guitarists, three flautists and seven violinists. When they perform together they achieve a high standard and expend much enthusiasm. Pupils have a good working knowledge of notation, rhythms and note values. Younger pupils in Class 1 experiment with singing, with some acting as echoes for each other. The professional expertise of the teacher helps the pupils reach the correct pitch and rhythm very quickly. Pupils are proud of their musical achievements with most learning to play at least one instrument. All pupils in Year 2 play the recorder. Although no dance work was seen during the inspection there is enough evidence to suggest that dance plays a very prominent role in the lives of the pupils. The combination of art, dance and music adds much to the pupils' creative experiences and ensures that creativity remains at the heart of the curriculum.

WHAT COULD BE IMPROVED?

- 31 The school has no serious key issues, but there are two areas for the school to give further attention to:
- **The outside learning environment for reception-aged children needs further enhancement. This has already been identified as a priority in the school improvement plan.**

- 32 The school has already set out plans to further enhance the opportunities for reception-aged pupils to have more access to outdoor play. The present arrangements make it geographically difficult for pupils to have access to an outdoor environment without careful planning. Much of this planning has already been undertaken with governors playing a prominent role in looking at all the possibilities. The school is now seeking to make progress on the intentions outlined in their plans and have allocated funding for the extra work to take place.
- **The level of attendance is unsatisfactory.** (Unauthorised absence too high due to late arrival of pupils and many pupils being on family holidays during term time.)
- 33 The school, through its Governing Body, has already alerted parents to the fact that its attendance rate is lower than the national average. This is mainly due to the number of pupils who are taken on holidays during the school term. The school has been very vigilant in checking on the rate of absenteeism and several letters have already been sent to parents concerning this issue. In addition, too many pupils arrive late for school and this is another issue that the school has addressed with parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 34 The school has no main key issues to be dealt with. In order to continue to maintain its strong position the school needs to:
- **Look towards ways of developing still further the outside environment for reception aged children, (Paragraph 32), and**
 - **Continue to seek ways of improving the levels of pupils' attendance (Paragraph 33).**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	0	0	0	0	0
Percentage	0	75	25	0	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 15 percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)		43
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		7

English as an additional language	No of pupils
Number of pupils with English as an additional language	nil

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (75)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (75)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest 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	43	nil	nil
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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 – Y5

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	19.9
Average class size	22

Education support staff: YR – Y5

Total number of education support staff	2
Total aggregate hours worked per week	45

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	146,526
Total expenditure	147,492
Expenditure per pupil	4,214

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	nil
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	nil
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	nil

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	43
Number of questionnaires returned	35

Percentage of responses in each category

81.4%

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	3	0	0
My child is making good progress in school.	57	26	3	0	14
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	49	34	11	3	3
The teaching is good.	77	11	0	0	11
I am kept well informed about how my child is getting on.	34	46	11	6	3
I would feel comfortable about approaching the school with questions or a problem.	77	17	6	0	0
The school expects my child to work hard and achieve his or her best.	74	23	0	0	3
The school works closely with parents.	40	49	9	3	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	77	20	0	0	3
The school provides an interesting range of activities outside lessons.	40	43	6	0	11