

INSPECTION REPORT

FARNLEY CHURCH OF ENGLAND (VA) PRIMARY SCHOOL

Farnley, Otley

LEA area: North Yorkshire

Unique reference number: 121660

Headteacher: Mrs A Catterson

Reporting inspector: Dr R Perkin
14591

Dates of inspection: 17 – 18 March 2003

Inspection number: 248282

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 & Junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Farnley Lane Farnley Otley Leeds
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms S Shields
Date of previous inspection:	March 1998

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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? **17**

PART C: SCHOOL DATA AND INDICATORS

18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Farnley Church of England Voluntary Aided Primary School is situated at the edge of the small village of Farnley about ten miles south of Harrogate in North Yorkshire. It is much smaller than most primary schools with 69 pupils on roll, aged from 4 to 11. All but a very small number of the pupils are of white British heritage and there are no pupils in the early stages of learning English as an additional language. The number of pupils qualifying for free school meals is below average, as is the proportion of pupils with special educational needs. No pupil has a statement of special educational need. The range of special educational needs includes moderate learning difficulties and speech and communication difficulties. Though some of the pupils live in the surrounding rural area, a significant number travel from the nearby town of Otley. The attainment of pupils when they start school ranges and varies from year to year but is average overall for children of their age. The headteacher had been in post for only two months at the time of the inspection after a period of substantial staff changes when the school had no headteacher for a term and an acting headteacher for two terms.

HOW GOOD THE SCHOOL IS

This is a good school in spite of its recent difficulties. The standards now being achieved by the pupils are good and they achieve well; pupils who have special educational needs make very good progress. The quality of teaching is good. The leadership of the governing body is strong and leadership and management overall are satisfactory. The school provides sound value for money.

What the school does well

- Pupils in the current Year 6 are in line to attain above average standards in English, mathematics and science by the time they leave the school because of the good teaching throughout the school.
- Pupils who have special educational needs make very good progress because of the very good provision made for their needs.
- Pupils' attitudes to learning, their behaviour and their personal development and relationships are very good because of the very effective way in which the school promotes their spiritual, moral and social development.
- An effective, committed and very well led governing body has successfully seen the school through turbulent times.
- The school's finances and resources are well managed and are used to raise standards and improve learning.

What could be improved

- Standards in writing, particularly for higher attainers, are not as high as they should be.
- Communication and partnership with parents have some strengths but are unsatisfactory overall.
- The quality of the accommodation inhibits learning in some subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in March 1998 has been satisfactory. Pupils' standards of attainment and the quality of teaching have been maintained, though the quality of leadership and management has been affected adversely by recent difficulties. Progress has been good in integrating the national strategies for literacy and numeracy into the curriculum. Key objectives are

now used soundly in teachers' planning. The development of a consistent approach to the assessment and recording of pupils' work is at an early stage and improvement in this area has been unsatisfactory.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	B	B	D
Mathematics	B	A	D	E
Science	B	A	D	E

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

The proportion of pupils achieving the expected level in the national tests for English, mathematics and science for Year 6 pupils in 2002 compared reasonably well with national averages. However, the proportion gaining Level 5 in mathematics and science was well below the national average (no pupil attained Level 5 in mathematics). When compared with those of schools with similar socio-economic backgrounds, the results overall in English and science and for higher attainers in mathematics were well below average. This poor performance was due to the disruption to the teaching of last year's Year 6, caused by staff changes. Boys achieved significantly worse than girls in these tests. Trends over time have been erratic because of the small numbers but overall are in line with national trends. The school did not meet its targets for English and mathematics in 2002 but is likely to meet the more challenging targets it has set for 2003.

In the national tests and assessments for pupils in Year 2 in 2002, all pupils achieved the expected level in all three subjects and the results were in the top five per cent nationally. However, although fewer pupils achieved the higher than expected level than in most schools, overall pupils' performance was still above average in reading and average in writing and mathematics. No pupils achieved the higher than expected level in writing or science. When compared to those of similar schools, results were average in reading, below average in writing and well below average in mathematics. Boys achieved significantly better than girls and have done so over the past three years.

Standards for pupils at present in Year 6 and Year 2 are above average in English, mathematics and science, though higher attainers do not achieve as well as they should do, particularly in writing by the end of Year 2. There is no significant evidence that boys and girls in either year are attaining at different rates. Children in the reception class are on target to surpass the expectations of the early learning goals by the time they start Year 1, particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world. Pupils generally achieve well throughout the school and those who have special educational needs make very good progress. Standards in dance and gymnastics throughout the school are severely inhibited by the lack of suitable indoor facilities for physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning and to school. They enjoy their lessons and work hard.
Behaviour, in and out of	Very good. Pupils behave very well in the classrooms and around the

classrooms	school. The school is a very orderly place in which to work and play.
Personal development and relationships	Very good. Pupils are responsible and mature and relate to each other and to the teachers very well. The place has a friendly, family feel.
Attendance	Good. Attendance levels are above the national average and there is no unauthorised absence.

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 throughout the school. Some of the teaching is very good and there is no unsatisfactory teaching. Children receive a good start in the reception class. The teaching of English and mathematics is good, although the teaching of writing does not challenge higher attainers sufficiently. The national strategies for literacy and numeracy are well established and teachers provide opportunities for pupils to use their skills of reading, writing, number and information and communication technology in other subjects. Consequently, literacy and numeracy are well taught and pupils develop their computer skills effectively. Teachers plan well for the range of age and ability in their classes and use support staff and learning resources effectively. Displays of very good quality promote interest and learning and raise pupils' self-esteem. Teachers manage the pupils well so that they work hard and very effectively develop their skills at working independently very well. Pupils work with very good levels of concentration and interest. They know how well they have learned because the teachers ensure that all pupils are aware of what they are intended to learn and check that this has happened. Teachers are not always certain about the levels at which pupils should be achieving and consequently pupils' work is not always assessed accurately. Pupils who are lower attainers and those who have special educational needs make very good progress because teachers know their needs very well and they receive very good help from the co-ordinator for special educational needs and from other classroom support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is enhanced by a rich contribution from the community and by an interesting programme of visits and visitors. However, the limitations of the accommodation severely affect the school's ability to teach dance and gymnastics though it does its best to compensate by having regular swimming lessons for all pupils in Years 3 to 6 and by making very good use of outside play facilities.
Provision for pupils with special educational needs	Very good. Pupils' particular needs are identified early and their individual education plans are very well matched to those needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school strongly stresses the importance of feelings and values and the need for pupils to take care of one another. There are carefully devised rules for behaviour so that pupils know right from wrong very clearly. The adults in the school are very good role models and the family atmosphere promotes security without stifling independence. Many opportunities are provided for pupils to take responsibility, including taking part in the school council. Art, music and literature are given suitable prominence though more examples could be provided from a wider range of cultures.

How well the school cares for its pupils	The standard of care is good. Arrangements for child protection and ensuring pupils' welfare are good. The school knows pupils very well and promotes good behaviour very effectively. Procedures for assessing pupils' work are in their early stages and are not yet sufficiently developed to ensure that teachers are able to plan suitable work to improve the learning, particularly of the more able pupils.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and key staff are satisfactory. The very recently appointed headteacher is already making improvements and building on the work started during the time when there was no permanent headteacher. The role of the co-ordinators is developing well.
How well the governors fulfil their responsibilities	The very effectively led governing body has successfully seen the school through difficult times, knows the school well and plays an appropriately strong part in its educational direction.
The school's evaluation of its performance	The school's monitoring of its academic performance is satisfactory but inhibited by insecure knowledge of what constitutes the higher levels in the national tests. The monitoring of teaching is helping to improve the quality of teaching and learning.
The strategic use of resources	Financial planning and the strategic use of resources are good and take sound account of the principles of best value. The school uses its accommodation well but the small size of the hall has a negative effect on standards, particularly in physical education.

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 high expectations the school has of their children • The children's good progress and personal development • The good behaviour in the school • The good teaching • Their children like school 	<ul style="list-style-type: none"> • The range of activities outside lessons • The information they receive about their children's progress • The school's partnership with the parents • The amount and quality of homework their children receive

The inspection confirms the parents' positive views. It judges that the amount of homework set is satisfactory. It also judges that, in such a small school, the amount of activities outside of lessons is satisfactory. However, it shares parents' concerns about the quality and amount of information they receive about their children's progress and the closeness with which the school works with parents. While there are strong features of the school's partnership with parents and it is beginning to improve, there is still a long way to go and present arrangements are unsatisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils in the current Year 6 are in line to attain above average standards in English, mathematics and science by the time they leave the school because of the good teaching throughout the school.

1. Standards in English, mathematics and science are above the national average for pupils in the present Year 6. This is largely because the school has successfully adapted the national strategies for literacy and numeracy to its circumstances. Teachers plan carefully for the diverse needs of the mixed ages and abilities in their classes so that, in most lessons, pupils are working on tasks that challenge them and help them make good progress. The above average attainment of the present pupils in Year 6 has not always been reflected in the national test results for 11-year-olds over the years, where the often very small numbers mean that one or two pupils can make a great difference to the overall picture. In addition, in 2002, pupils' performance in the national tests in all three subjects was badly affected by the disruption to their learning brought about by staff changes during the year, which meant that they were taught by several different teachers; this appears to have affected higher attainers particularly in mathematics and science. It also seems to have affected boys more than girls.

2. Good and often very good teaching in the reception class means that children have a good start to their school life. They start school with a wide range of abilities and experience, some having special educational needs and some already working at above average levels in communication, language and literacy and mathematical development. Because the teacher keeps careful records of each individual child's achievements, she is able to plan work and target questions so that pupils of all abilities make good progress. She is also able to use the good classroom support assistant to target the needs of particular groups of children effectively. The teacher ensures that the children know what it is that they are meant to learn and checks at the end of the session to see whether they think they have learned it.

3. When reading a book with the children, the teacher shares their enjoyment of it while encouraging them to use the pictures to describe how the characters are feeling. Systematic and stimulating teaching of skills in recognising letters and stringing together sounds to form words ensures that children are well prepared and well motivated for later reading tasks. Games such as 'Guess my word' involve children in saying whether the object they have chosen ends in the same letter as the first child's object. Opportunities are taken well to use other sound and letter games to decide the order in which children go to lunch. Because this learning proceeds at a brisk pace, children enjoy their work and find learning fun. Many opportunities are provided for children to listen to each other and to the teacher and to talk. The adults are careful to use the correct language and to make sure that the children do as well when, for example, talking about the features of a cube. Children are challenged to refine their explanations so as to make them clear to the other children. Their understanding of what constitutes a particular three-dimensional shape is reinforced when they take turns to feel for a particular shape in a bag and describe what they can feel, counting the number of sides, for example, or the number of points. The basic skills of literacy and numeracy are taught well so that children have a good base to support their future learning.

4. Pupils throughout the school have good opportunities to practise their speaking and listening skills, which are consequently well developed. For example, in a very good art lesson with pupils in Years 1 and 2, pupils took turns to explain how they had adapted their plans for a collage in the style of Andy Goldsworthy in the light of their choice of materials. Most proudly described what their design was intended to represent and why they chose particular materials and colours; one striking piece that used different brightly coloured fabrics and materials represented India, for example. Teachers are consistent in pushing for clarity in pupils' explanations and in encouraging the use of appropriate language. Experiences such as being part of the school council provide the chance for some pupils to listen to opposing points of view, to make a case and to come to a well-balanced

judgement. By the time they are in Year 6, most pupils are articulate and able to make a point very clearly.

5. Pupils' reading skills are systematically developed so that, by the time they are in Year 6, most read at above average levels. They read both fiction and non-fiction with good levels of understanding and can discuss an author's strategies for, for example, making characters such as the Black Riders in *Lord of the Rings* scary. Pupils have developed a good range of strategies for tackling unfamiliar words and for understanding the gist of a complicated sentence. Skills for finding information from a range of sources have been well taught and pupils are confident in using the contents and the index of a book and in using the Internet or a CD-ROM to find information quickly and efficiently. From Year 1, pupils are encouraged to write book reviews, making good use of the book review formats provided by their teacher. They are taught to read the first chapter then to record their predictions, which they check when they have finished the book. They learn to discuss characters and identify the main problem of the story as well as expressing their opinion of the story. These activities promote good levels of understanding and appreciation of books. Regular sessions in all classes where pupils work in small groups under the guidance of a teacher or classroom support assistant provide further help and advice for pupils in developing their reading skills at levels appropriate to their needs. Pupils' enjoyment of reading and of books is further promoted by frequent opportunities to read quietly and independently. Pupils have reading diaries that they use to record what they have read. These are not, however, used consistently throughout the school and consequently opportunities are missed for discussion between the pupil, the teacher and parents about the pupils' strengths and weaknesses or about how parents can play a part in their children's learning.

6. Pupils in Year 6 produce a good variety of writing for a range of audiences and purposes and have satisfactory opportunities to write in different subjects. They are consistently encouraged, for example, to use their own words to record their investigations in science. A variety of approaches to the teaching of writing is evidence of the number of teachers these pupils have had during the past year and this has had an adverse effect on their overall standards of writing. However, pupils have benefited by being presented with stimulating and challenging opportunities to be creative. One higher attainer, for instance, wrote a newspaper account of a football match in columns: 'Sven Goran Eriksson was getting pretty worked up, breathing heavily, and flexing his fingers.' Work on myths and legends provided the chance for another pupil to write: 'Up in the heavens the Creator was playing catch with a star.' At present, the teaching appropriately focuses on developing pupils' knowledge and understanding of the features of a variety of genres, with a good emphasis on technical skills as well.

7. Numeracy lessons usually begin with a brisk session of mental mathematics, where the teachers are adept at targeting particular questions to individuals so as to challenge their understanding and systematically develop their skills. So, for example, Year 3 pupils are asked to count back in tens while higher attainers and most pupils in Year 4 count back in tens including negative numbers. Teachers are consistent in their use of appropriate mathematical language and have high expectations of their pupils' use of it as well. Good reinforcement of number facts occurred at the beginning of a lesson with pupils in Years 1 and 2 and appropriate strategies for calculations were well taught and carefully reviewed before the pupils settled to their work in adding money and giving change. Teachers use a set of 'key objectives' in their teaching of mathematics. The use of these is relatively recent and there is a sense that the teaching is used to fulfil the objectives rather than using the objectives more creatively to push the higher attainers further in working with mathematical ideas. Teachers use learning resources well to ensure that pupils understand the concepts they are learning and trying to apply in practice. They also use support staff well to help individuals or particular groups of pupils.

8. Science teaching ensures that pupils have good opportunities to investigate and record their findings in their own words, using to some extent the form of their choice. Some of this recording uses information and communication technology, sometimes making use of the pupils' mathematical skills in using graphs and charts. Pupils in Year 6 made clear oral reports to the rest of the class, describing their findings about how they used evaporation to separate solutions and

relating their experiment to their knowledge of the water cycle intelligently. Their written reports on the same investigation were equally clear and knowledgeable. There is consistently good insistence on the use of suitable scientific language throughout the school. Teachers act effectively as facilitators and askers of probing questions so that pupils work with suitable levels of independence without wasting time going down unprofitable pathways.

9. Learning in all subjects benefits from the quality of displays in classrooms and elsewhere in the school. These provide particularly useful help in English and mathematics and often encourage pupils to work out things for themselves. They also provide good opportunities to display pupils' work so that other pupils can share good examples. The very good levels of interest and concentration shown by the large majority of pupils also ensure good levels of learning, while consistently good classroom management by teachers and other adults is reflected very well in the pupils' behaviour.

Pupils who have special educational needs make very good progress because of the very good provision made for their needs.

10. The very effective and well-qualified co-ordinator for special educational needs has quickly developed efficient systems for identifying pupils who have special educational needs. She has generated individual educational plans of good quality for them and obtained appropriate support either from within school or from appropriate outside agencies. She acts as a classroom support assistant for part of the week, working particularly with lower attaining individuals and small groups. She also has regular weekly one-to-one sessions based on pupils' individual educational plans; teaching and learning in these sessions are very good and the pupils concerned make very good progress towards their individual targets, which are regularly reviewed. Pupils are involved in the development of their own education plans and are well aware of the learning objectives and targets that are in them. The co-ordinator is very well placed to check the progress these pupils are making and to ensure that the teachers' planning takes account of their needs as well. The quality of monitoring and recording of the progress of pupils with special educational needs is very good. The co-ordinator liaises effectively with class teachers, the governor with oversight of special educational needs and parents, who are informed of the time and date of the review meetings for their children.

11. The co-ordinator has undertaken extensive relevant training and ensures that class teachers and support staff also have training whenever possible, often geared towards the particular needs of individual pupils in their care. The recently updated policy is a very good one and closely reflects practice in the school.

Pupils' attitudes to learning, their behaviour and their personal development and relationships are very good because of the very effective way in which the school promotes their spiritual, moral and social development.

12. 'This is a great, friendly school.' said a pupil in Year 6. It is also a very orderly school in which pupils behave very well. As one pupil pointed out, the size of the school and of the classes helps, because teachers and pupils know each other very well. Consequently, relationships between pupils and between adults and pupils are very strong. There is a culture of caring for one another that goes alongside a tradition of taking responsibility. So, for example, the confidence of the youngest children is developed because of the way they are helped and looked after by older pupils. New pupils are speedily encouraged to feel at home because, as one Year 2 pupil said, 'People look after you if you are on your own.' Older pupils have a range of responsibilities such as being on the dining room monitor rota or helping out in classrooms during breaks. Pupils play an important part in some assemblies, performing readings and happily sharing their views when asked. Pupils are very proud of their school council, which is given real responsibility and which pupils know is listened to by the management of the school. Members of the council were responsible not only for showing applicants for the headteacher post around the school but also for informally interviewing them and feeding back their views to the governing body.

13. Pupils are encouraged to reflect on life and on their feelings and values and are taught to understand the impact of their words and actions on others. Each class says prayers together before lunch and at the end of the school day. In Years 1 and 2, pupils consider in their writing and art what God is like and all pupils study a variety of religions, beliefs and ideas in religious education lessons. A Year 2 pupil said, 'They teach us about God and how to look after people.' In the reception class, children looked at pictures of prayer wheels and people in Tibet and even made and planted their own prayer flags; unfortunately, the wind blew them away. Pupils collect for various charities and give harvest produce to St George's Crypt.

14. Teachers ensure that pupils are clear about what is expected from them through the consistent and constructive way they put the school's behaviour policy into practice. The school rules are displayed in each classroom and, in some classes, the pupils' own rules are also displayed. In the playground, there are good facilities for a variety of activities and games and this ensures that behaviour there is also very good. Pupils say that there is very little bullying and, if there are incidents, they are dealt with quickly and firmly. Behaviour out of school, during educational visits, for example, is equally very good.

15. Pupils are given many opportunities to work together on joint tasks in, for example, investigating solutions in science. They are also encouraged to share their individual work with each other, which they do with mutual respect and admiration. For example, two girls took great care to arrange their large sheets of paper on a desk so that each could get on with making a collage without spoiling the other's. They amicably discussed their intentions and suggested how problems of sticking the materials down might be solved. The whole of the classroom provided a busy and professional working atmosphere in which pupils felt that they could make comments on each other's work without offence. The adults in the school provide very good examples for the pupils in the respect they show for others. The teacher in this art lesson, for example, participated as an equal in commenting on the pupils' work, guiding pupils to be more constructive in their comments.

16. The school gives an appropriately high profile to art, music, drama and literature and pupils are made well aware of their own local culture through lessons in history and geography as well as by participating in events such as the Spirit of Christmas Victorian Day in nearby Otley. A visit to a toy museum also helped the younger pupils to appreciate aspects of their own history and culture. Pupils experience a range of music during their lessons and in assemblies and art of good quality, including some by the pupils, is effectively displayed throughout the school. However, while pupils experience a range of cultures through their religious education, geography and history lessons and through some of the books they come across in English lessons, such opportunities are too limited.

An effective, committed and very well led governing body has successfully seen the school through turbulent times.

17. The governing body is led by a very capable and knowledgeable chairperson. With the sterling help of established teaching staff, the governors ensured that the school's educational direction was maintained during the recent staffing difficulties. They wanted as little disruption to pupils' learning as possible and so acted quickly to work with the Local Education Authority to second an experienced acting headteacher to the school. This ensured that the school did not stand still but kept up its impetus for improvement. Events like educational visits continued as before and the pressure to develop the accommodation was maintained. The governors consulted widely with parents and with established staff during this time. Parents are rightly full of praise for the governors' efforts and for their success.

18. The governing body keeps up a high level of activity through its effective committees, which all have clear terms of reference. In particular, the buildings and finance committees have been merged to facilitate the progress of the plans to extend the school. This joint committee has been heavily involved in these activities. The governing body has developed close links with parents after a questionnaire indicated that parents did not feel fully in touch with the governing body. As a

consequence, there is now a formal direct link between the governors and the parent-teacher association.

19. Individual governors are closely involved with many aspects of school life, hearing readers, helping when their expertise is called for, as in, for example, design and technology, leading assemblies and playing the piano. Some also attend staff meetings. There was close liaison between the acting headteacher and the chair of governors and this is being continued with the new headteacher. Consequently, the governors are well aware of the school's strengths and areas for development and are working with the new headteacher and the staff to continue to improve the school's standards and provision.

The school's finances and resources are well managed and used to raise standards and improve learning.

20. Financial management and the use of resources are good. The school has employed a bursar to support the work of the effective school secretary and this ensures that the headteacher and governors have accurate and up-to-date budget information before all their meetings. The very knowledgeable chair of the finance and buildings committee has a regular formal meeting with the headteacher, usually before meetings of the governing body; they also meet frequently less formally when issues arise. The school takes sound account of the principles of best value and consults pupils (through the school council) and parents (through questionnaires and meetings) about current issues. It keeps itself aware of the academic performance of other similar schools and brings in appropriate expertise from the local authority to advise on, say, building and development.

21. Financial decisions relate closely to the priorities in the school improvement plan. Subjects are prioritised on the basis of the school's analysis and evaluation of test and other data, costs are identified and co-ordinators are allocated funding and time for monitoring accordingly. Other decisions are carefully considered by the headteacher and staff and by the governors and are considered in the light of their relevance to standards and the quality of education. A recent key financial decision that has proved to be a wise one was the establishment of an extra class for pupils in Years 3 and 4 for part of the week. This has enabled the pupils both in those years and in Years 5 and 6 to work in much smaller groups on tasks that are more closely targeted to their needs, leading to good rates of progress. The large investment in buildings development is rightly seen to be of considerable benefit to the quality of education in the school. Unfortunately, the full extent of the plans has not been approved so that facilities for physical education remain very limited.

WHAT COULD BE IMPROVED

Standards in writing, particularly for higher attainers, are not as high as they should be.

22. The school has rightly identified writing as an area for development, particularly for higher attainers. While several initiatives have been put in place to improve standards of writing, more needs to be done. Older pupils, particularly those in Years 5 and 6, have good opportunities to write independently in other subjects such as science, history, geography and religious education. Higher attaining pupils take good advantage of these opportunities to produce lively and imaginative pieces of writing, although very few are of substantial length. The range of opportunities for pupils in Years 1 and 2 to write independently is much more limited although they do have opportunities to write for a variety of audiences and purposes within English lessons. For example, they write a continuation of story that they have started reading or write a letter or an account of a visit they have made. However, too few of these opportunities involve the pupils, particularly the higher attainers, in writing at any length.

23. There are satisfactory opportunities for pupils to use information and communication technology to help them to improve their writing but more use could be made of computers for pupils to draft, edit and present their written work in all years.

24. A significant difficulty that stands in the way of higher standards for the more able pupils is the teachers' relative insecurity in knowing exactly what constitutes writing at the higher levels for pupils in Year 2 and Year 6. At present, the school's assessment systems are in the early stages of development and little work has taken place to moderate the work of different pupils across the various levels. Consequently, while teachers are careful to plan work in lessons for pupils of different abilities, the work they plan for lower and average attainers is much more closely matched to the pupils' needs than that which they plan for higher attainers, who are less consistently challenged as a result. This is true in all subjects.

Communication and partnership with parents have some strengths but are unsatisfactory.

25. Overall parents' views of the school are positive and they appreciate the efforts of staff and governors to maintain the quality of education in the school through the turmoil of the past year.

26. The parents' response to the questionnaire issued as part of the inspection indicated a level of concern about the effectiveness of the school's communication with them, particularly about their children's progress. While some of this dissatisfaction arises from the disruption in leadership over the past year, parents' unhappiness with having too few formal opportunities to discuss their children's progress during the year is justified. Some parents referred to the erratic pattern of parents' meetings. Opinion among the parents differs about how approachable the school is for parents; the views at the parents' meeting were positive but some respondents to the questionnaire had strong reservations. The quality of the annual reports on pupils' progress is satisfactory but varies from class to class. They tend to be over positive and do not sufficiently clearly identify areas for improvement so that parents can be more involved in their children's learning, nor do most set targets for the pupils to improve. Opportunities are missed for the school to establish helpful dialogue with parents about their children's work through the homework and reading diaries, which are used inconsistently throughout the school. Parents receive helpful information about the topics their children are studying each term through the frequent newsletters.

27. The governors have made a good start in re-establishing constructive relationships with parents through setting up a formal link with the parent and teachers' association. This organisation raises substantial funds for the school and has a positive impact on pupils' learning as well as contributing to the school's social life. Individual parents who help in school in a variety of ways also play an important part in the pupils' education.

The quality of the accommodation inhibits learning in some subjects.

28. The school makes constructive efforts to ensure that the school is an attractive and stimulating place for pupils to learn. The quality of display is very good and every available space is used to good effect. However, the quality of the accommodation itself is unsatisfactory and has a negative effect on pupils' standards, particularly in aspects of physical education.

29. The school is making great efforts to improve the quality of its accommodation and has recently had success in having some of its building improvement plans accepted. However, a major part of the plan, which was to extend the school hall, was unsuccessful. The existing hall is too small for the whole school to meet together as a community and far too small for safe dance and gymnastics lessons. It is at present used as a classroom. The extended hall was intended to provide an appropriate space for indoor physical education lessons and for school assemblies. The school intends to continue to press energetically for this facility, the lack of which was a key issue at the last inspection.

30. The school makes every effort to provide a statutory curriculum in physical education by making as extensive use as possible of its good outside facilities and by providing opportunities for regular swimming for all pupils in Years 3 to 6. In spite of the school's efforts, however, standards in dance and gymnastics throughout the school are severely inhibited by the lack of suitable indoor facilities.

31. The curriculum for children in the reception class is negatively affected by the lack of an appropriately large area for indoor play. The children's physical development at present depends on the ingenuity of the teacher in making use of the small, enclosed area outside the reception classroom; the teacher uses this space very creatively to enable the children to have some physical exercise. The school playground is also used for dance and games activities by the reception children when the weather allows.

32. The lack of a central area for computers means that, while teachers are systematic in allowing pupils access to the computers in their classrooms, there are times when whole class sessions in information and communication technology are less effective than they might be because the whole class has to crowd uncomfortably around a single computer screen to learn about a new program or task.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order to improve standards and the quality of education, the headteacher, staff and governors should:

- (a) Improve standards in writing, particularly for higher attainers, by:
 - i. providing further opportunities for pupils to write independently and at length across the subjects of the curriculum;
 - ii. developing teachers' knowledge of the requirements for achieving above average levels in writing;
 - iii. further developing teachers' confidence and skill in assessing pupils' writing and using that information in planning for further developments.
- (b) Re-establish productive and effective communication with parents so that they are more aware of how well their children are achieving and how they can help their learning.
- (c) Continue to press for the provision of a suitable school hall in order to raise pupils' standards in dance and gymnastics and to provide children in the reception class with more opportunities for indoor physical activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	11	3	0	0	0
Percentage	0	18	65	18	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 five 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)	69
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

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	1
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.2	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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002			11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	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			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Some boxes are left blank because the number of boys and girls were fewer than ten.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002			18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	78 (90)	83 (100)	89 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	83 (89)	83 (100)	89 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Some boxes are left blank because the number of boys and girls were fewer than ten.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
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

No of pupils on roll
56
0
0
0
0
0
1
0
0
0
0
0
0
0
0
0
0

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	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)	4
Number of pupils per qualified teacher	17:25
Average class size	17

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	39

Financial information

Financial year	2001 - 02
	£
Total income	178217
Total expenditure	174514
Expenditure per pupil	2296
Balance brought forward from previous year	15000
Balance carried forward to next year	18703

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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
Number of questionnaires returned

68
25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	26	9	4	0
My child is making good progress in school.	52	39	4	0	5
Behaviour in the school is good.	48	39	9	0	4
My child gets the right amount of work to do at home.	22	52	13	13	0
The teaching is good.	65	22	4	4	5
I am kept well informed about how my child is getting on.	17	43	36	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	26	22	0	0
The school expects my child to work hard and achieve his or her best.	70	26	0	0	4
The school works closely with parents.	17	43	36	4	0
The school is well led and managed.	17	53	0	0	30
The school is helping my child become mature and responsible.	52	39	0	0	9
The school provides an interesting range of activities outside lessons.	13	30	30	22	5