

INSPECTION REPORT

COCKSHUTT CHURCH OF ENGLAND PRIMARY SCHOOL

Cockshutt, Ellesmere

LEA area: Shropshire

Unique reference number: 123470

Headteacher: Mr K Williams

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 6th – 7th May 2003

Inspection number: 248462

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Shrewsbury Road
Ellesmere
Shropshire

Postcode: SY12 OJE

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Appropriate authority: Governing body

Name of chair of governors: Reverend T Thorold

Date of previous inspection: 9th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	12
WHAT COULD BE IMPROVED	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Church of England Voluntary Controlled primary school situated in a rural village in North Shropshire. It is much smaller than average with 83 boys and girls, aged from five to 11. Children start school in the Reception class at the start of the term in which they are five. The attainment of the majority of children when they start school is average. The socio-economic circumstances of the pupils are mixed and average overall. The percentage of pupils eligible for free school meals (11%) is broadly in line with the national average and the percentage of pupils identified with special educational needs (13%) is below the national average. No pupil has a statement for special educational need. Almost all pupils are of white ethnic origin and the percentage of pupils with English as an additional language is very low with no pupils at an early stage of learning English. The number of pupils entering and leaving the school at times other than the usual time of entry and departure is relatively low. The school is part of the North Shropshire Education Action Zone.

HOW GOOD THE SCHOOL IS

Cockshutt primary school is a good school that provides pupils with a caring and secure education that promotes good attitudes and behaviour. Relationships are excellent. Pupils make good progress overall in their time in the school. By the end of Key Stage 2, pupils achieve well and attain standards that are above average in English, mathematics, science and aspects of the arts. Parents have high opinions of the school and give it good support. The school is well led and managed and effectively governed. The school provides good value for money.

What the school does well

- Good leadership and management ensure that the school is moving forward.
- Pupils make good progress during their time in school and achieve standards in English, mathematics and science that are above the national average by the age of 11.
- Standards are good at the end of Key Stage 2 in art and design, design and technology and music.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils have very good attitudes and behaviour and relationships are excellent between pupils and between pupils and staff.

What could be improved

- The achievement of higher attaining pupils in writing and mathematics at the end of Key Stage 1.
- The quality of planning of the Foundation Stage curriculum.
- The system for assessing pupils' attainment and progress so that information is available to improve aspects of teaching and learning.

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 February 1998 and since then it has made good improvement. Great strides have been made to improve standards in information and communication technology including the creation of a dedicated computer suite and provision for staff training. The role of the governing body is now effective and governors are now fully conversant with the strengths and weaknesses of the school. In addition, the quality of the curriculum has improved significantly through the introduction of initiatives such as organising residential educational visits and making more links with other schools in the area, for example, by participating in musical, arts and sporting events. The school's involvement in the Education Action Zone has added a new dimension to staff training and development and improved many aspects of the pupils' education. The quality of the school buildings has been improved significantly in recent years. The current leadership and management of the school and the strong team spirit amongst staff, coupled with recent initiatives to broaden aspects of the school's education through staff development and establishing contacts with other schools, mean that the school is well set to continue to improve in the future.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	D	A	A	well above average A above average B average C below average D well below average E
mathematics	A	C	C	B	
science	A	C	B	B	

The majority of children start school in the Reception class with average attainment for their age. Children make satisfactory progress in each area of learning and achieve the Early Learning Goals recommended for children of this age by the end of the Reception class.

The number of pupils in each year group varies each year but is usually small and this means that the data gathered from the end of key stage National Curriculum tests, needs to be interpreted with caution. The inspection evidence shows that pupils make good progress over their time in the school and leave it at the end of Year 6 with standards that are well above national expectations in English and above national expectations in mathematics and science.

Inspection evidence also shows that whilst the majority of pupils in Key Stage 1 make satisfactory progress in English, mathematics and science by the end of Year 2, the progress of higher attaining pupils could be better especially in writing and mathematics. This is primarily because not enough emphasis is given to developing opportunities for extended writing across the curriculum and work in mathematics is not always as challenging as it could be. The 2002 key stage National Curriculum test results showed that for that year group the performance of pupils fell below the national average in writing and mathematics and was in line with the national average in reading. In comparison with similar schools, pupils' performance was below average in each subject. In recent years, pupils' performance

in writing has fallen below that of reading. Inspection evidence shows that pupils read well at the end of Key Stage 1 and at a standard that is better than national expectations, but pupils' writing is not as good as it could be and standards fall below national expectations. Attainment in mathematics is broadly in line with the national expectations at the end of Key Stage 1.

At the end of Key Stage 2 pupils achieve very well in English and achieve well in mathematics and science. With the exception of 2001, which was a weaker year, the performance of pupils in the end of Key Stage 2 tests since 1998 has been above or well above the national average. In the 2002 end of key stage National Curriculum tests, attainment was well above the national average in English above the national average in science whilst attainment in mathematics was in line with the national average. In comparison with similar schools, attainment was well above the average in English and above average in both mathematics and science.

Pupils with special educational needs make good progress towards the targets in their individual education plans. Inspection evidence indicates that boys and girls are given equal access to all elements of the curriculum and there is no significant difference in the performance of each gender.

In other subjects, pupils make good progress in art and design, design and technology and music and attain standards that are above national expectations at the end of Key Stage 2. In history, geography, physical education and religious education, pupils make satisfactory progress and do as well as expected for their age by the end of each key stage. Good progress is occurring in information and communication technology since the introduction of better resources and staff training. Pupils are doing as well as expected in their information and communication technology work although there are still some gaps in their learning because of the impact of lack of resources in the past.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all pupils of all ages have very positive attitudes to work and to school, although at times some higher attaining pupils in Key Stage 1 lose interest when work is not challenging enough.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in and out of the classroom and are very polite, friendly and helpful.
Personal development and relationships	Excellent. Pupils treat each other with respect and make every effort to make new pupils and those with special educational needs, welcome and part of their class. Relationships across the school are excellent. Pupils use their initiative well and develop a good sense of responsibility.
Attendance	Very good. Pupils like school. Attendance is well above the national average and punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1-2	Years 3-6

Quality of teaching	Satisfactory	Satisfactory	Good
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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.

Teachers are very caring and supportive of all pupils in terms of their emotional and personal development. This results in pupils developing excellent relationships with one another and with staff and very good attitudes and levels of behaviour. These positive personal qualities of pupils help them to learn in lessons and to show very good conduct to others. Teaching and support staff work together very effectively to ensure that all pupils feel part of school life and have equal access to what the school offers.

Across the school the challenge of teaching pupils in mixed aged classes is generally well met and planning is adapted to accommodate this. The teaching is good overall in Key Stage 2 and satisfactory overall elsewhere. In Key Stage 2, literacy, numeracy and science are taught well and good use is being made of information and communication technology. The needs of all pupils are met including higher attaining pupils, average attaining pupils and those with special educational needs. Particularly good teaching of art and design, design and technology and music promotes good standards in these areas of learning and creates amongst pupils in Key Stage 2 a love of learning.

Where teaching is satisfactory in Key Stage 1, the needs of the majority of pupils are met but not enough attention is given to using assessment information to identify higher attaining pupils and providing work that challenges and extends their learning. In the Foundation Stage the overall quality of day-to-day teaching is satisfactory with some good teaching of communication, language and literacy and mathematical development. The quality of planning however is unsatisfactory because it does not match the Foundation Stage curriculum. The teaching assistant provides excellent quality support for the children in the Reception class.

Pupils with special educational needs receive good quality support. Well-organised and effective special educational needs assistants, Education Action Zone funded staff and supportive parents provide well for pupils needing extra support. The small minority of pupils with English as an additional language are taught well and teachers make sure that they are fully integrated into all aspects of school life.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad, balanced and well-planned curriculum in Key Stage 1 and Key Stage 2. Pupils' experiences are extended beyond the classroom with a wide range of educational visits and visitors often instigated through the Education Action Zone. The planning for the Foundation Stage is unsatisfactory and does not match national recommendations
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support from skilled teaching assistants and volunteer helpers so that they make good progress in their personal and academic development.
Provision for pupils with English as an additional language	Good support is provided for the very small number of pupils with English as an additional language so that total inclusion is achieved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' spiritual, moral and social development and good provision for cultural development. This results in very positive attitudes and values amongst pupils.
How well the school cares for its pupils	Satisfactory. Child protection procedures are well understood by all staff and they provide all pupils with a safe and secure environment. The school ensures that all aspects of equality of opportunity are met and there is an effective policy in place to promote racial equality. Teachers know each pupil very well but procedures for assessing pupils' academic attainment and progress are very informal and there are weaknesses in the way that the information is used to inform planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good overall. The head teacher provides good leadership and enjoys the total confidence of the staff, pupils and governing body. There is a good team spirit between staff, very good levels of communication and a strong desire to find ways of giving pupils the best possible quality of education. The governing body is an effective group that supports the developments being implemented by the head teacher.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory duties and supports the school well. Governors carefully evaluate what the school does and guard against complacency.
The school's evaluation of its performance	Good. The key assessment data from the end of key stage National Curriculum tests are analysed and used to evaluate the quality of teaching and learning. Finances are very well managed with the support of a very good administrative assistant. The school has good procedures to ensure that the school gets the best value from its budget.
The strategic use of resources	Good. The school uses its available resources effectively to ensure that income is spent sensibly to provide for the needs of pupils. The decision to use reserves to maintain existing staffing numbers has been justified but the governing body and head teacher know that given the current income, reductions in spending need to be made in the near future.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school and make good progress • The warm, family atmosphere and the behaviour in the school. • The quality of teaching is good. • The way in which parents feel comfortable about approaching the school with questions or a problem. • The quality of leadership and management of the head teacher. • The way the school is helping their child become mature and responsible. • The interesting range of activities outside lessons 	<ul style="list-style-type: none"> • The information the school provides about how their child is getting on. • The opportunities for the school to work closely with parents.

Inspectors agree with the positive comments made by parents. Inspection evidence shows that communication with parents is very good although better information about what is being taught each term could be provided. The school welcomes the involvement of parents and does all it can to involve parents in their children's education.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good leadership and management ensure that the school is moving forward.

1. The leadership provided by the head teacher is good. He has a good overall view of what the school is doing and provides a clear vision of what it intends to do in the future. There is a warm and caring ethos established throughout the school and a strong commitment to making sure that all pupils are given equal access to all aspects of the school's education. The school has a policy for Racial Awareness that is effectively implemented throughout the school.
2. Since his appointment, the head teacher has successfully combined a large teaching responsibility with his managerial role. The lack of time away from class responsibilities however, adds pressure on the time available for some aspects of his management of the school. Despite these restrictions, the particular challenges of working in a small school have been well met. There is a good sense of teamwork and co-operation amongst staff seen, for example, in the way that an evaluation of teaching and learning has been completed with the result that the mathematics curriculum has been improved in order to improve standards. All staff contribute to the discussions and their contributions are valued and taken into account when modifying and writing school policies and documents.
3. All staff effectively share the role of managing the curriculum. There is a well thought through school development plan that includes both short and medium term plans for the school's future. Clear job descriptions guide staff in the management of the key areas of literacy, numeracy, science and information and communication technology. The special educational needs co-ordinator makes sure that the provision for special educational needs meets requirements. The head teacher has a good overview of what goes on in the school through regular meetings with staff and by analysing assessment data for English, mathematics and science so that the school development plan includes well founded targets for improvement.
4. There is a good staff development programme that has been improved since the appointment of the head teacher. Very good support from the North Shropshire Education Action Zone has strengthened links between teachers in the school and teachers in nearby schools. These links have started to broaden the views of teachers and provide extra motivation for staff to constantly evaluate their work. They have prompted an evaluation of aspects of the curriculum, for example, the provision for children in the Foundation Stage.
5. The school is well governed. The governors fulfil all their statutory duties. Governors have a clear vision of what the school is doing and have identified areas for development as well as valuing what the school is doing well. They support the head teacher in moving the school forward and discuss and, if appropriate, challenge ideas put forward. The governors are now fully involved in setting school priorities and monitoring and evaluating them. The governing body carries out the role of "critical friend" very well and has improved its contribution to the school's management since the last inspection.
6. Financial management is good. It supports the school's priorities well and is rigorously monitored. The governing body and the head teacher know what the school needs and make decisions in the best interest of pupils. They gather their information

after careful consultations with staff. Having decided on the priorities, the head teacher is very skilled in obtaining the best value for money. The school considers its priorities carefully and keeps the needs of pupils at the forefront of all decisions whilst keeping within the constraints of the available budget. This is exemplified by the way that the current four-class model has been maintained to reduce the ability range in classes, but with the projected diminishing budget, the head teacher and governing body know that economies are required to keep the books balanced. The administrative assistant provides excellent support for the head teacher and governing body and makes a vital contribution to all aspects of the administration of the school and particularly to financial management and planning.

7. The head teacher has instigated considerable improvements to the accommodation that has improved the quality of education for all pupils. The acquisition of two portable classrooms and the reorganisation of the Reception/Year 1 classroom have made significant improvements to the amount of suitable space for learning. The quality of the accommodation is very good overall. Pupils benefit from large outdoor grassed play areas including access to a developing wildlife area. Immaculate maintenance by the caretaker ensures that the school is kept clean and tidy and the outdoor paved play area is safe and secure.

Pupils make good progress during their time in school and achieve standards in English, mathematics and science that are above the national average by the age of 11.

8. The attainment of children starting school in the Reception class is broadly average although many speak relatively well and use a good vocabulary. By the time pupils leave school at the end of Key Stage 2, they have made good progress and overall standards are very high in English and high in mathematics and science. With the exception of 2001, which was a weaker year, the performance of pupils in the end of Key Stage 2 tests since 1998 has mainly been above or well above the national average.
9. The reasons why the pupils perform well in English, mathematics and science is because in Key Stage 2, the quality of teaching is good overall and at times very good. Teachers have high expectations and are effective in challenging all pupils, including higher attaining pupils thereby ensuring that the more able pupils are stretched. Good teamwork between class-teachers and special educational needs support staff ensures that across the school, pupils who need extra guidance receive this so that they make good progress towards the targets in their individual education plans.
10. In Key Stage 2, lessons are well planned so that there are clear learning objectives. These are shared with the pupils so that they know what they are learning. This is a factor in the way that pupils learn diligently and respond well to teachers' expectations for them to work hard and produce work that is well presented and neat. Teachers in Key Stage 2 expect pupils to do their best and this results in pupils setting high standards for themselves and fosters a determination to do well.
11. The quality of pupils' writing at the end of Key Stage 2 is very high and they make very good progress in most aspects of their work. Pupils have good speaking skills and enjoy a good range of vocabulary and this reflects very positively in the quality of pupils' writing. They have a good knowledge and understanding of the way writing can vary in style and format according to the purpose of the text and the audience for which it is written. A legible, fluent handwriting style, good spelling and good use of

Standard English is typical of writing by the end of Key Stage 2. Pupils demonstrate maturity in their writing for example, when using written text to evaluate the pros and cons of mobile phones in modern life. Pupils have a good knowledge and understanding of how imaginative stories are structured. They are well versed in planning stories to include well-described settings, vividly portrayed characters, plausible plots and often unpredictable endings. Pupils have a good understanding of the way that the format of writing alters in order to convey instructions or record sequences of events are known and understood for example, in setting out a recipe for baking and Gingerbread Man. Throughout their writing, pupils at the end of Year 6 make good use of paragraphs and in some forms of writing, for example when designing a leaflet, they make good use of bullet-points and sub-headings. The format of a play script was demonstrated when pupils studied Shakespeare and created a strong sense of atmosphere when pupils wrote their own spell as part of the events surrounding the scenes when Macbeth met the witches.

12. A very good feature of pupils' attainment in English by the end of Key Stage 2 is their good standard of reading. Pupils have a good knowledge of books and authors, mostly contemporary ones such as J K Rowling and Antony Horowitz, but also of some traditional writers such as Dickens and Shakespeare. The school provides good models to support reading and pupils develop good skills of using books for research and as well as reading fictional materials, factual, non-fictional books are also part of the pupils' education.
13. Pupils perform well in mathematics and attain standards that exceed national expectations for pupils at the end of Key Stage 2. Pupils develop a good knowledge and understanding of number. They have a good knowledge and understanding of place value i.e. the value of units, tens, hundreds and thousands as well as the place value in decimals. Pupils have good mental recall skills and apply their knowledge and understanding of number well to solve mathematical problems that demand a solution using mental skills alone. In solving problems on paper, most pupils have developed a range of possible methods to find the same answer. Pupils can explain the methods used and the range of options available in seeking the solution. The teaching of mathematics in Key Stage 2 is closely aligned to the National Numeracy Strategy and recent adaptations have improved the quality of teaching further. Teachers make good use of questions and answers to involve everyone and to match work to pupils' abilities. During the mental arithmetic part of a mathematics lesson in Year 6, pupils responded with great determination to increase their recall and were very competitive in trying to improve their time in completing their seven times table. In addition to good skills of applying their knowledge and understanding of number, pupils also develop a good knowledge and understanding of the properties of shape and satisfactory skills of handling data. Pupils understand standard measures of length and the variations within this in using metric measures.
14. Good teaching in Key Stage 2 successfully develops pupils' strategies for solving problems and focuses strongly on the need for pupils to use all mathematical information in a problem when they explain their reasoning. Pupils are well aware of the need to check what they have found in order to reduce errors.
15. In science, pupils develop a good knowledge and understanding of science by the end of Key Stage 2. Pupils acquire a good knowledge and understanding of living things, materials and their properties and physical processes. There is a clear emphasis across Key Stage 2 on promoting pupils' scientific knowledge. Teachers make good reference to correct scientific vocabulary during science lessons and pupils develop this in their recorded work. Teachers provide pupils with a range of opportunities to

describe what they have done and explain what they have found out. Because teachers successfully try to get pupils to apply their knowledge and understanding to their work, pupils develop an understanding about science that is deeper than simply regurgitating facts. During a Year 6 lesson that involved pupils exploring the way that yeast reacts with warm water and sugar to make a gas, pupils showed a good knowledge and understanding of the different properties of solids, liquids and gases. Pupils were observant but discriminating in what they saw so that the scientific purpose of activities was kept at the forefront of their mind. Pupils have good levels of independence in performing scientific experiments.

Attainment at the end of Key Stage 2 in art and design, design and technology and music

16. There is a high profile given to developing pupils' artistic qualities and, by the end of Key Stage 2, pupils develop good art and design skills, and have a good understanding of the process of design and technology and performance in music. In art and design and design and technology, the subjects are particularly well led and managed by a knowledgeable and committed co-ordinator.
17. Strong links are made between art and design and other subjects, in particular history. Pupils have made extensive studies of the frescos and mosaics typifying the Greek and Roman culture. In response, pupils have been taught a variety of ways of recreating some high quality mosaics and frescos and these are displayed throughout the school. Pupils have developed good skills of creating three-dimensional models for example, pupils have experimented with plaster of Paris to create three dimensional plates of Greek scenes. During a very well taught project in Key Stage 2, pupils have combined papier mâché and plaster impregnated gauze to create very impressive fantasy masks. Pupils have a strong sense of pride in their work and try hard to create the best possible designs. Some excellent work based on the appreciation of the artist Josef Albers has resulted from a visit to a nearby art exhibition, "Homage to Square". Immaculately presented examples of pupils' pictures created in Albers style demonstrate good skills of using paint in order to create precise designs. They are so good that they are soon to be exhibited in the local community art gallery. In addition to high quality work based on a great artist, pupils also develop good skills of observation and show good fine drawing techniques using chalk to recreate the light and shade of animal skulls.
18. The development of pupils' design skills is linked to technology-based activities and progress in Key Stage 1 in this area is good. Good quality work is illustrated through the way pupils in Year 2 have designed and produced good quality designs for Joseph's coat. Pupils demonstrate the importance of using design sheets to set out their ideas and to identify what materials they planned to use in realising their designs. In Key Stage 2 pupils benefited from very good teaching of food technology as very good learning resulted in pupils developing very good skills of baking involving kneading and shaping dough to make their own rolls. During this food technology activity, pupils demonstrated that they had a good knowledge and understanding of the process of design and technology in that it involves evaluating an existing product. They learnt how to plan and then realise their designs and then evaluate what they had done and how they have made it even better.
19. The standard of musical performance in the school is good and is a strength of the school. Good support from the local education authority peripatetic music service enables a large percentage of pupils to learn a musical instrument with over twenty

percent of pupils doing so. Pupils develop a good knowledge and understanding of music and the confidence to perform in front of others. Pupils have the choice to learn string, woodwind or brass instruments and make good progress in developing their skills. Education Action Zone funded initiatives have extended pupils' knowledge and understanding of music through funding the visits of musicians. Other positive initiatives include links with local schools. Music festivals are held in which pupils of Key Stage 2 and Key Stage 1 participate. For example, a recent music workshop involved pupils learning and performing a variety of songs from the 40s, 50s and the 60s.

The school makes very good provision for spiritual, moral, social and cultural development that results in pupils developing very good attitudes and behaviour and excellent relationships.

20. The school makes very good provision for pupils' spiritual, moral, social and cultural development and this has a very positive impact on pupils' personal and academic development. The attitudes and behaviour of pupils are very good overall and excellent relationships develop between pupils and between pupils and staff.
21. The school is very well supported by the Education Action Zone in working hard to develop and maintain a set of values, principles and beliefs that guide pupils' actions and patterns of behaviour. An important part of spiritual provision is the contribution made by whole school assemblies. Pupils gather together to share in times of quiet and prayer and reflection about important messages presented by the head teacher and regular contributions by the vicar. Another important area of spiritual provision is through the high emphasis on art and design in Key Stage 2 and in lessons that involve pupils appreciating music and the beauty of nature. In all that the school does it encourages pupils to respect themselves and others. Teachers give pupils many opportunities to get involved in discussions and teachers value the opinions of pupils and give them a chance to get involved in what they are learning for example through sharing lesson objectives with them. The School Council provides pupils with a good opportunity to participate in decision making and contribute to aspects of school management.
22. The very good behaviour emanates from a moral code for behaviour. Various aspects of the curriculum are used to explore moral issues for example, in a piece of writing, pupils in Year 6 debated whether or not Goldilocks had a right to enter the Three Bears cottage and was she sensible to do so anyway! Staff model good moral behaviour for pupils by demonstrating fairness and respect for others whilst still respecting minority interests and personal welfare. Models of moral virtue are provided as part of lessons in religious education, history and literature. The involvement in events such as county environmental competitions and links with a local refuse disposal company enable pupils to debate the importance of human responsibility for the environment. Pupils' awareness of others is promoted by the way the school involves them in activities to raise funds for charity for example, when pupils were sponsored to dress up as favourite book characters to raise money for the Humming Bird Appeal for a county Diabetes Centre.
23. Very good attitudes are also promoted through very good provision for social development. The recent innovation of taking older pupils for a residential educational visit to the Welsh coast is an excellent vehicle for developing pupils' social skills. After school clubs funded by the Education Action Zone enable pupils to extend their experiences of art and design and craft as well as country dancing. Playtimes are well

managed to encourage older pupils to look out for younger ones, and the introduction of traditional games such as marbles successfully creates mixed age groups of pupils playing in the playground. Good links with local schools broaden pupils' experiences of meeting and learning with other pupils. The involvement in local music events and competitions, as well as sporting tournaments, extends the pupils' experience of competitions and promotes a good awareness of the importance of fair play and team-spirit.

24. Cultural development is good and contributes to the positive attitudes that pupils have to learning and to others. The close links with local schools develop pupils' awareness of their local culture and extend the excellent relationships that pupils develop with each other and with others. The close proximity with the Anglican Church and the support of the vicar enables regular visits to the Church by pupils. This develops amongst pupils a secure knowledge and understanding of the impact of the Anglican Church on the local community and an understanding of the fundamental principles of Christianity. The religious education syllabus and the contribution of school assemblies contribute well to pupils' knowledge and understanding of Christian life and its place in society. Further work in religious education encourages pupils' awareness of other world religions and there are planned visits of musicians and dancers from different cultures, for example, Punjabi dancers. The school encourages pupils to enjoy books and literature. This reinforces pupils' knowledge and understanding of British culture and through events such as the World Book days, when everyone dresses up according to the theme, pupils learn that reading and books are fun. Visits are regularly planned to theatres and galleries in the region to develop further pupils' cultural experiences and provide further opportunities for pupils to develop their code of behaviour and broaden their relationships.

WHAT COULD BE IMPROVED

The achievement of higher attaining pupils in writing and mathematics at the end of Key Stage 1

25. Although the majority of pupils at the end of Key Stage 1 write competently using legible writing that includes accurate spelling for their age, the quality of extended writing could and should be better, particularly for the higher attaining pupils. An analysis of pupils' work in Key Stage 1 shows that relatively few opportunities are given for pupils to write independently. The expectation for pupils to write for a range of audiences is low. Pupils have opportunities to read and write poetry, to retell traditional and imaginative stories and to develop story booklets. For example, in term 2, they created a booklet of their own version of a fairy tale. Some non-fiction written tasks are provided for example, when pupils wrote the instructions for making a mask. The needs of higher attaining pupils are not given enough attention. Despite assessment records showing that a number of pupils have the potential to achieve high standards, the majority of English work involves the development of skills for example, using vocabulary and improving spelling rather than using their knowledge in independently writing. Work tends to be given at the same level to all pupils rather than giving more able pupils harder tasks. Opportunities for pupils to apply their extended writing skills as part of written recorded work in other subjects are limited with higher attaining pupils being given work that involves low key written activities such as adding captions to sequences of pictures.

26. The majority of pupils write competently at level 2, the standard expected for an average seven year old. Ideas are written in sentences often punctuated with capital letters and full stops but although standards of handwriting are good in pupils' handwriting books the same standard of presentation is often not transferred to other work and higher attaining pupils especially are not expected to consistently write in fluent linked style.
27. The current policy of blocking time each half term for developing pupils' extended writing skills reduces the overall progress of higher attaining pupils. Planning restricts opportunities for these pupils to regularly write in challenging and stimulating situations across the curriculum as well as in English lessons. Expectations are too low and therefore higher attaining pupils do not achieve as well as they could or should.
28. A similar picture exists in mathematics. By the end of Key Stage 1, the majority of pupils achieve the standards expected for their age, but a number of pupils could and should achieve better. Given that pupils start Year 1 with standards that match the expectations for their age, the rate of progress in mathematics is only satisfactory. Opportunities for higher attaining pupils to apply their skills of numeracy to challenging situations are limited although teaching of basic number work ensures steady progress and the majority achieve well. In this aspect of their work, the majority of pupils develop a secure knowledge and understanding of number up to 10 and add and subtract competently within this range. Higher attaining pupils have a good knowledge and understanding of place value up to 100 and even beyond although work given is below this. There is good progress in starting to learn multiplication tables of 2, 3, 5 and 10, and pupils have reasonable mental recall, but higher attaining pupils struggle to explain how to work out associated division facts which would demonstrate that pupils are achieving standards above the expectations for their age. Discussion with pupils during a mathematics lesson in Key Stage 1 showed that whilst the majority of pupils are given work matching the level expected for their age, that not enough challenge is given to extend higher attaining pupils so that their potential in mathematics is fulfilled.
29. The planning of mathematics is being adapted to make better use of the National Numeracy Strategy but at the moment mathematics in Key Stage 1 is very reliant on using a published scheme in conjunction with the National Numeracy Strategy. The wide range of abilities of the mixed age groups especially those in the mixed key stage class of Year 2 and Year 3, demands that effective use is made of assessment information and detailed planning to ensure that the needs of all pupils are met. At the moment, planning in mathematics does not provide work that challenges and extends the abilities of higher attaining pupils and this reduces their progress and levels achieved.

The quality of planning of the Foundation Stage curriculum

30. The mixed age class that exists with Reception aged children being educated alongside Year 1 presents a challenge to the effectiveness of planning for the diverse ability range. The quality of planning is therefore very important if the needs of both groups are to be fully met. At the moment, the school does not have a policy or effective scheme of work that guides and directs the education provided for the youngest pupils starting school in Reception. Whilst the overall quality of education is satisfactory for this age group, in particular because of the excellent support of the

teaching assistant, the range and breadth of experiences could and should be broader and better suited to children in the Foundation Stage.

31. At the moment, the curriculum is not planned in accordance with the Foundation Stage curriculum that has been developed nationally. A good emphasis is given to building on the majority of children's good speaking skills so that by the end of the Reception class, most children are well prepared for starting to read and write and understand mathematics. The planning is unsatisfactory for other areas of learning such as the development of pupils' knowledge and understanding of the world and their creative and physical development. In these areas in particular, the progress of children, although satisfactory, could be better overall and better planning would secure a better range of activities and learning experiences.

The system for assessing pupils' attainment and progress so that information is available to strengthen aspects of teaching and learning

32. Teachers know pupils well and are very reliant upon using their own knowledge of pupils to make informal assessments of progress. Ways of evaluating pupils objectively are weak and procedures for assessing and tracking the progress of groups of pupils across the school are unsatisfactory. There is no effective system for assessing and tracking the progress of children in the Foundation Stage and this makes it difficult for the school to measure reasonably accurately the improvement that the school adds to the children's development. The lack of detailed records of pupils' attainment and progress in Key Stage 1 and Key Stage 2 hinders the ability of teachers and new or temporary staff to use assessment data to identify the needs of different groups so that work can be adapted to meet the needs of everyone, including higher attaining pupils. It also reduces opportunities for the head teacher, governing body and staff to use assessment data to learn about what works well in teaching and learning as well as what could be improved. The addition of objective data about a pupils' performance coupled with the teachers' own knowledge of pupils would offer the opportunity for the school to make even better evaluations of how effective the school is and therefore find ways of improving further the quality of education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided by the school, the governing body, head teacher and staff should:

1) raise the achievement of higher attaining pupils in writing and mathematics at the end of Key Stage 1 by:

In English:

- improving the use of assessment to identify higher attaining pupils;
- adapting the quality of planning so that more regular opportunities are given for pupils to develop their skills of writing for a wide range of audiences using both fiction and non-fiction genre across the curriculum;
- providing opportunities for more able pupils to work at levels that exceed the expected levels for their age;

In mathematics:

- planning and providing more challenging work for higher attaining pupils;
- adapting the existing planning so that better attention is given to the National Numeracy Strategy.

2) improve the quality of planning of the Foundation Stage curriculum by:

- writing and implementing a school policy and scheme of work that matches national requirements;
- improving planning for developing pupils' knowledge and understanding of the world and for the creative and physical development of children in the Reception class.

3) review and adapt the systems for assessing pupils' attainment and progress so that information is available to strengthen aspects of teaching and learning by:

- introducing the nationally required individual profiles for children in the Foundation Stage;
- establishing manageable ways of assessing the attainment and progress of pupils as they move across the school;
- using information from assessments to promote discussion amongst staff so that the quality of teaching and learning can be monitored and the needs of all pupils can be planned for.

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

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	5	9	0	0	0
Percentage	0	18	29	53	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	83
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.9

Unauthorised absence

	%
School data	0.5
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	8	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	8	10
Percentage of pupils at NC level 2 or above	School	91 (100)	73 (100)	91 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	10	9
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (100)	82 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys or girls in the cohort is 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	6	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	10	13
Percentage of pupils at NC level 4 or above	School	92 (80)	77 (73)	100 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils	School	85 (80)	85 (93)	85 (80)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys or girls in the cohort is fewer than ten.

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	82	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	20.48
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	39.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	169342
Total expenditure	177738
Expenditure per pupil	2116
Balance brought forward from previous year	10 110
Balance carried forward to next year	1714

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

86

Number of questionnaires returned

40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	53	43	0	2	2
Behaviour in the school is good.	71	23	2	0	4
My child gets the right amount of work to do at home.	43	43	10	0	4
The teaching is good.	73	23	4	0	0
I am kept well informed about how my child is getting on.	35	43	20	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	28	4	3	0
The school expects my child to work hard and achieve his or her best.	50	38	12	0	0
The school works closely with parents.	43	38	18	0	1
The school is well led and managed.	60	30	3	3	4
The school is helping my child become mature and responsible.	53	40	5	0	2
The school provides an interesting range of activities outside lessons.	33	53	8	3	3