

INSPECTION REPORT

**CATSFIELD CHURCH OF ENGLAND
PRIMARY SCHOOL**

Catsfield, Battle

LEA area: East Sussex

Unique reference number: 114494

Headteacher: Andrew McGregor

Reporting inspector: Lynn Adair
21095

Dates of inspection: 31st January - 2nd February 2000

Inspection number: 188388

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary Controlled |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Church Road Catsfield Near Battle East Sussex |
| Postcode: | TN33 9DP |
| Telephone number: | 01424 892247 |
| Fax number: | 01424 893690 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Norah Philcox |
| Date of previous inspection: | May 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|---------------------|-----------------------------|
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| Ros Wingrove | <i>Lay inspector</i> |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Catsfield Primary is a smaller-than-average size voluntary-controlled Church of England school for boys and girls aged four to eleven years old. It has 107 full-time pupils on roll and nine part-time pupils in the reception class, and draws its pupils from a much wider area than the small village in which it is situated. Attainment on entry is generally good compared with that of pupils of the same age nationally, although this year's intake have overall slightly lower attainment than usual. Sixteen pupils in the school have special educational needs, comprising 16 per cent of those on roll, a figure which is below average, although four pupils have statements of special educational need, which is a well above average proportion. There is no significant ethnic minority. Only 11 per cent of pupils have free school meals, which is much lower than average.

HOW GOOD THE SCHOOL IS

Catsfield Church of England Primary is an effective school. Standards achieved by pupils are very high and the good quality of teaching in the school makes a significant contribution to standards obtained. The school is very well led and well managed and provides good value for money.

What the school does well

- School results show very high standards have been sustained over last three years and high standards are evident in much of the current work of pupils.
- Teaching makes a very effective contribution to high standards through well-taught basic skills, as part of teachers' successful implementation of the National Literacy and Numeracy Strategies, and through thorough questioning, which makes pupils think more deeply about their work.
- Children's very good attitudes have a significantly positive impact on the rate at which they learn.
- Teachers and parents work together very well to create a nurturing environment in which pupils flourish, are very well known and are cared for very effectively.
- The headteacher, staff and governors work together very well to provide a clear direction to the work of the school, and demonstrate a strong, shared commitment to its continued improvement.

What could be improved

- More rigorous analysis of standards and pupils' performance information in order to set more precise targets for pupils' learning and to help to track their progress as effectively as possible as they move through the school.
- A more thorough evaluation of the quality of teaching in order to identify good practice and where further improvement may be made.
- Improvements to the accommodation to ensure that the quality, breadth and balance of pupils' learning experiences are not adversely affected.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Catsfield Church of England Primary School was found to be a very good school in the last inspection conducted in May 1996. The school has improved further since that time, to maintain the very high standards among its pupils, and improve on those which were not so high. Key issues identified in the previous report have been largely addressed. Good efforts have been made to overcome accommodation difficulties to ensure that all elements of the physical education curriculum are covered. Nevertheless, the school's accommodation still creates constraints to learning, in spite of the school's best efforts to secure improvement. The information technology curriculum now meets national requirements, and child protection procedures have been established. The role of coordinators has been strengthened. Some monitoring of teaching and learning takes place, although the process lacks rigour and requires more careful evaluation of strengths and weaknesses in what is seen. In addition to addressing the key issues, the new headteacher appointed since the last inspection has made major changes to the English and mathematics curriculum, in response to national demands, with improvement in standards as a result.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | C | B | A | A* | <i>excellent</i> A* <i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E |
| Mathematics | A | A | A | A | |
| Science | A | A* | A* | A* | |

At the end of Key Stage 2, the school has shown good improvement in its results in English and sustained its very high results in mathematics. In science, the school's performance is in the highest 5 per cent of schools nationally. Last year's results compare exceptionally well with the average results for similar types of schools. Although targets for current eleven year olds are lower this year due to a slightly larger proportion of pupils with below average attainment, a high proportion of pupils are still on course to exceed expected levels in the core subjects of English, mathematics and science. Results at the end of Key Stage 1, are well above the national average in reading and writing, and similar to national averages in mathematics. However, work among current Year 2 pupils shows that standards in mathematics are improving and are on course to be much better this year. Children under five came into school this year with slightly lower levels of basic skills than the usual intake, but most have made good progress since September and are on target to achieve at least the standards expected of pupils of similar ages by the age of five in literacy and mathematics.

Pupils with special educational needs across the school are helped to make good progress, particularly in the small withdrawal groups in Years 5 and 6. Standards in information technology are sound overall but not as high as in the other core subjects. The school is in the process of updating and replacing computer equipment to enable pupils to carry out tasks at a higher level, in order to achieve the good standards of which they are capable.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are very keen to come to school and thoroughly enjoy their learning, so much so that they are often reluctant to stop at the end of lessons. |
| Behaviour, in and out of classrooms | Good overall. Behaviour is very good at play times and especially good when walking to and from the village hall. In lessons most pupils behave well, although a small number of children under five can sometimes be distracting with their off-task behaviour. |
| Personal development and relationships | Good. Constructive and mutually supportive relationships between pupils, and between pupils and adults. They work together well. On occasion, pupils' enthusiasm creates high noise levels as they eagerly share their views. |
| Attendance | Good rates of attendance. Pupils arrive punctually. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | Good | Very good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good. In the whole school it is at least satisfactory in all lessons. One third of these are of good quality and almost one third are very good. All of the good and very good teaching was contained in Key Stage 1 and Key Stage 2. However, teachers across the school are particularly adept at teaching basic skills in literacy and numeracy. Key learning points at a high level are shared with pupils who know what they are expected to learn and are keen to ask questions to learn more. Teachers employ very effective questioning which is well-targeted on individual pupils to check their understanding, and well-matched to their stage of learning to deepen their level of understanding. On occasion, a small number of pupils' off-task behaviour among the under fives is not dealt with quickly or effectively enough, and some time is consequently wasted by these pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good overall. Statutory requirements are fully met. The National Literacy and Numeracy Strategies have been planned for and implemented very effectively. The school has made good efforts to extend the range of extra-curricular provision for pupils to broaden their experiences. Accommodation shortfalls create some imbalance in the curriculum: when teaching time is used to travel to and from off-site facilities, aggravated in Key Stage 2 by a shortfall in overall teaching time; and some constraints to the under fives' curriculum, through the lack of a role-play area and regular access to outdoor facilities. |
| Provision for pupils with special educational needs | Good. The creation of small teaching groups for Year 5 and 6 pupils in basic skills each morning is particularly effective and ensures work is well matched to these pupils' needs to maximise their progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. The promotion of pupils' spiritual, moral, social and cultural development makes a strong contribution to pupils' personal development. Very good promotion of fairness and justice, and very effective links with the community are significant strengths. Opportunities for reflection in assemblies sometimes marred by cramped conditions for whole school gatherings. |
| How well the school cares for its pupils | Very good. Teachers' knowledge of individual pupils provides effective support for pupils who are well cared for, on and off the school site. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher and staff work as an effective team to manage changes brought about by national initiatives and changing nature of school intake. |
| How well the governors fulfil their responsibilities | Very good. Very effective in exercising roles to gain very good understanding of strengths and weaknesses of school. Diligent in taking action to overcome difficulties. |
| The school's evaluation of its performance | Satisfactory. Priorities are well established. Better use could be made of performance information to monitor and analyse standards, and to set targets with greater precision. There needs to be a more rigorous evaluation of the quality of teaching in order to identify where improvement is needed. |
| The strategic use of resources | Good. Principles of best value are well considered. Financial planning is closely linked to school improvement to benefit pupils. Good use of additional grants to support literacy programme. Best efforts made to overcome limited accommodation with alternative provision, but still some constraints to learning. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like school • Their children are making good progress and that they are kept well informed of this. • Behaviour in school is good and their children are helped to become mature and responsible. • Their children are expected to work hard to achieve their best. • Teaching is good and the school is well led and managed. • The school works closely with them and they feel comfortable about approaching the school. | <ul style="list-style-type: none"> • Class sizes reduced. • A hall to accommodate the whole school and allow physical education on the premises. • A small percentage felt that the range of activities for pupils outside of lessons is limited. |

The inspection team agrees with parents' positive comments and endorses their concerns about the lack of accommodation. The school has made good efforts to ensure pupils' learning is not adversely affected by larger than average class numbers in Years 5 and 6. Small teaching groups for literacy and numeracy have been created for pupils with special educational needs which helps to overcome the problem. The range of extra-curricular activities, considering the size of school and the number of staff, is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

School results show very high standards have been sustained over last three years and high standards are evident in much of the current work of pupils.

1. The school's results in the 1999 national tests for 11 year olds are well above the national average in English and mathematics. Results are very high in science, being in the top 5 per cent of schools nationally. When results are compared with schools with similar characteristics, in English and science they are very high, and in mathematics they are well above these schools' averages. Trends over the last three years show that the high standards in mathematics and science have been sustained, while in English there has been good improvement. The school was a pilot for the implementation of the National Literacy Strategy and has reaped benefits in terms of improving pupils' attainment in English.

2. Results of tests for seven year olds in 1999 were well above average in reading and writing, and were well above the average of similar types of schools. Trends show an improvement overall since the last inspection in these results, and that they have remained higher than national results over the last three years. In mathematics, test results have improved but are still not as high as results in reading and writing. Inspection evidence shows that current pupils are on course to achieve much better results, more in line with English results. This is mainly as a result of the effective introduction of the National Numeracy Strategy and improvements to teachers' methods for teaching mathematics.

3. Inspection evidence shows that work of current pupils is also of a high standard. When the current children under five entered school in September, their attainment was lower than expected of pupils of this age. Most have made good progress since September in developing their literacy and numeracy skills, and most are in line to achieve at least the desired outcomes for children at the age of five. Pencil control is much improved and children have increased the legibility of their writing to produce recognisable letters and words, with some effective attempts at independent writing. They enjoy sharing class books: *'I know what happens next...'* and are able to recognise letter sounds and simple blends, and they are able to match words with similar sounds, such as 'jug and rug'. Since they entered school, children under five have made good progress with simple number recognition and counting skills. They are now able to form number bonds to 10 and are able to recognise different coins. A small number are using different combinations to make 20p.

4. In English in Year 2, pupils are producing accurately punctuated pieces of legible, well-structured writing, and often write at length. They understand about writing in different styles: *'The ending can be sad, happy, frightening'*. When reading, they use a range of strategies to read accurately, for example using the context of a story about 'Why Flies Buzz' to establish the meaning. They form compound words readily, and use dictionaries well to find other compound words and what they mean. By Year 4, pupils know about different styles of writing: *'Traditional tales are stories which are told and might not have been*

written down'. By Year 6, pupils are familiar with the work of a range of different writers from the past. They investigate poems, to compare narrative and ballad poems, find patterns, alliteration and similes and use the text effectively to give examples of repetition. They read aloud, and very expressively, their own verses based on 'The Ancient Mariner', and incorporate a mature and descriptive vocabulary to emulate a ballad style. They understand the importance of engaging the reader: *'The first sentence is very important because it catches your eye'*.

5. In Year 2, pupils have a good understanding of place value to 100 in written and number form. They recognise the value of different coins and are able to exchange for equivalent coins. A large proportion is able to solve money problems involving giving change. By Year 4, pupils are using effective strategies to calculate strings of numbers and have a very good awareness of how they can apply this skill in real life: *'When Mum checks the shopping bill'*. By Year 6, pupils are calculating fractions, percentages and decimal fractions of whole numbers speedily and accurately. Pupils employ their numeracy skills effectively in other subjects across the school, for example in science in Year 2 to measure accurately when testing the strength of paper, and in Year 6 to gather data about themselves.

6. Scientific knowledge and understanding is well developed. In Year 2, pupils have a good understanding of wool as a natural product and are enthralled when they watch and learn about the process of spinning, and about dyeing to change the colour of materials. By Year 4, pupils have a very good understanding of electrical circuits and apply their knowledge well to solve the problem of designing their own question and answer boards: *'We can't use that wire there because it won't conduct the electricity properly to light the bulb'*. Year 6 pupils have a very good understanding of the way in which muscles and joints work together to help bodies move, and the impact of different types of exercise on heart rate.

Teaching makes a very effective contribution to high standards through well-taught basic skills, as part of teachers' successful implementation of the National Literacy and Numeracy Strategies, and through thorough questioning which makes pupils think more deeply about their work.

7. One of the most significant factors, which contribute to the high standards attained in English and mathematics, is the teachers' effectiveness in teaching basic skills. Teachers' knowledge of the National Literacy and Numeracy frameworks is very good. They use the frameworks' suggested planning formats but adapt them well to cater for the full range of age and levels of attainment in each of the mixed-age classes. Lessons are well structured with a good balance of word, sentence and text level work in literacy, and opportunities for oral and mental work in mathematics. Lessons are paced effectively so that pupils learn at a good rate and their interest is sustained. In a Year 2 mathematics lesson, for example, the teacher moves from oral work on the carpeted area to table-top activities quickly and efficiently, making the best use of time available to help the pupils learn. In a Year 5 and 6 literacy lesson, pupils are given less than a minute to circle adjectives in a piece of text and apply themselves well to succeed in the short time allowed. Skills are well taught. Key learning points are clearly stated and often written on the board for pupils so that they are aware of what they are expected to learn. In the Early Years, for example, phonic skills are introduced well, with a key emphasis on the shape and sound of letters. In mathematics, accurate use of mathematical vocabulary is strongly encouraged. In Years 3 and 4, worked examples of

comparatives and superlatives help pupils to understand some of the rules and irregularities of the English language so that they are able to work independently for sustained periods. In the special needs withdrawal groups, a high emphasis is placed on accuracy in reading, using previously taught rules for phonics. At the end of lessons, teachers draw together and share what the pupils have done and how well they have done it. In the class for Year 3 and Year 4, pupils explained different ways of calculating strings of numbers: *'I would use 13 and 17 to make 30 and then use the other two added together'*. This helps others in the class to consider such alternatives.

8. Teachers are very effective at questioning pupils about their work. At the start of sessions, this helps pupils to recap usefully on previous work, for example in a Year 3 and 4 science lesson they reinforce their understanding of circuits and conductive properties of materials. Rapid question and answer sessions ensure a high proportion of pupils are engaged and involved. Teachers target their questions on individual pupils not only to include them effectively, but also to encourage pupils to answer at their own level of learning. This helps the teacher to check on pupils' understanding and to ensure that the work is well-matched to their needs. Teachers are particularly skilful in asking follow-up questions and open-ended questions to probe further and really encourage pupils to think more deeply and make more gains in their learning. In a Year 3 and 4 literacy lesson, for example, the teacher asks: *'Why is each section of the thesaurus structured in this way?'* Pupils respond: *'Because there are different meanings'* and then go on to discuss alternative words for small. The teacher then questions them about whether they are appropriate or not to describe a mouse.

Children's very good attitudes have a significantly positive impact on the rate at which pupils learn.

9. All pupils are keen to come to school and learn. Pupils arrive promptly in the morning and the school's youngest pupils are keen to enter the classroom to find out what is going to happen that day and to begin their early morning activities. Across the school, pupils' enthusiasm and enjoyment of learning are highly evident in lessons. In a Year 2 science lesson, for example, pupils are fascinated by the operation of a spinning wheel and enjoy it even more when the teacher reveals that one of the children's parents has supplied the fleece. Pupils listen with eager anticipation to teachers and are often perched on the edge of their seats in their keenness to answer questions and involve themselves in discussions. In Year 3 and 4, they relish the challenge of finding out the most interesting words to describe different things and hands 'shoot up' in the air. Pupils readily show their work to visitors and have a real pride in what they have learnt. Year 6 pupils describe the work they have done in English and information technology and highlight with relish their most enjoyable moments from the past. In group sessions at the end of lessons, pupils really want to share their knowledge and success with each other, and this acts as a useful inspiration to others who are then willing to 'have a go'. When set to work on their own they quickly become engrossed in tasks and work for sustained periods with good concentration, so that work is almost always completed in the time allowed. They are often reluctant to stop and ask if they can continue at home. Pupils' very positive attitudes are a key factor in contributing to the high standards which are attained.

Teachers and parents work together very well to create a nurturing environment in which pupils flourish, are very well known and are cared for very effectively.

10. The school ensures that pupils have as safe an environment as possible in which to work. Policies and procedures have been developed to underpin the school's work, and are well explained to parents, so that they play an equally full and helpful role in the support and welfare of pupils. Pupils are supervised carefully both on and off the school site, particularly necessary as pupils have to walk some distance to a local hall for physical education lessons. Teachers' knowledge of individual pupils is very good and is assisted by the small size of the school population. This, together with the very good and supportive relationship with parents, creates a real family atmosphere in which pupils are nurtured and are able to flourish to the best of their capabilities. Pupils with special educational needs, for example, are supported effectively through a programme of either in-class or withdrawal arrangements, which helps them to achieve well. Parents have strong links with the school and think very highly of it, as seen in their positive responses to the questionnaire and in their comments at the parents' meeting. They have a very good involvement at the start of the school day, when they are welcomed into classrooms to hear their children read or work on early morning activities. This makes parents very aware of what their children are learning, what is happening that day and also provides an opportunity to talk informally about their children with the teacher. This sharing relationship helps pupils to feel very secure and confident about approaching any member of staff with any concerns they have. In one example, a pupil was seen talking openly with a teacher about the recent death of a grandparent and feelings were shared freely.

The headteacher, staff and governors work together very well to provide a clear direction to the work of the school, and demonstrate a strong, shared commitment to its continued improvement.

11. The headteacher, appointed since the last inspection, provides strong leadership of the school. A large part of his time is allocated to teaching and he is an effective role model for other members of staff to emulate in this respect. He has been effective in continuing to improve the school since the last inspection, addressing well most of the key issues identified in the previous report. For example, he has been diligent in seeking ways to ensure pupils receive a wide range of experiences in physical education, and has extended opportunities for pupils to continue their interests after school. He has also managed well the changes brought about by new national initiatives, such as the introduction of the National Literacy and Numeracy Strategies, with improved standards as a result. He has been alert to the changing nature of the school intake, and has catered for increased numbers, as well as higher numbers of pupils with statements of special educational need. The headteacher and the small number of other staff work together as an effective team, sharing the workload in relation to the demands of the curriculum and shaping the direction of the school.

12. Staff are very ably supported by governors, who are very active and conscientious in fulfilling their roles. They are well organised and have a broad range of expertise and experience which benefit the school. Governors visit the school regularly, either to help in lessons on a general support level or to gather information about specific issues, such as finding out about provision for pupils with special educational needs. They have gained a good understanding of the school's strengths and weaknesses through such involvement, and are aware of the challenges which the school faces at a local and national level. They are able to make an effective contribution to identifying the priorities for the school, and in helping the school to plan for and take effective action. The school is not complacent about its good results. There is a real sense of shared commitment between staff and governors to continued improvement with a key focus on high standards and getting the very best out of pupils.

WHAT COULD BE IMPROVED

More rigorous analysis of standards and pupils' performance information to set more precise targets for pupils' learning and to help to track their progress more effectively as they move through the school.

13. The school has begun to look more carefully at its end of key stage test results to identify strengths and weaknesses in each core subject. Some effective action has been taken to address relative underachievement, for example in improving standards in mathematics at the end of Key Stage 1. The school also compares its performance in broad terms against other schools in the area and against those of a similar nature. However, although the school gathers a range of data about individual pupil performance in addition to national tests, it does not make enough use of the information. For example, broad targets are set for groups of pupils at the end of Key Stage 2, as statutorily required, for those felt to be capable of achieving the expected Level 4 in English and mathematics, but none are set for science. Nor does the school identify the proportion of pupils who may achieve above the expected level in each core subject. Pupils are assessed as they enter school but no targets are set for the number expected to achieve the desired outcomes for learning at the age of five, based on their attainment on entry; nor is sufficient note being taken of any significant variation of cohorts on entry. No targets have been established for pupils at the end of Key Stage 1, based on their prior achievement, nor for the intervening period between Key Stage 1 and Key Stage 2. In light of the changing nature of the school intake and the variation between cohorts, the school has recognised the need for tracking more closely the progress of different cohorts as well as individual pupils, to ensure that they are doing as well as they should do in meeting any targets set for them.

A more thorough evaluation of the quality of teaching to identify good practice and where further improvement may be made.

14. The headteacher and other staff have carried out a number of classroom observations with consequential improvement in some aspects of teaching, for example in making objectives clearer in literacy in both planning and at the start of lessons, so that the teachers and pupils are clear about what they are expected to teach and learn. However, evaluation of practice is not rigorous enough in identifying what works well in teaching and the subsequent impact on pupils' learning, and which aspects require some improvement. For example, some off-task behaviour by a very small number of reception pupils is not always well managed, and closer monitoring and support is needed to make the necessary improvement in practice. Coordinators' roles have been strengthened in terms of their leading developments in each subject, but they need further guidance and clearer criteria to assess how effectively developments have been implemented in terms of teaching and learning.

Improvements to the accommodation to ensure that the quality, breadth and balance of pupils' learning experiences are not adversely affected.

15. The school has made significant efforts to overcome its shortage of accommodation. Governors have been relentless in their efforts to seek additional funding to build a school hall on site, but with little success so far. In the meantime, the school has sought alternative provision to ensure that pupils experience all elements of the physical education curriculum, by using the village hall on a regular basis, the local recreation ground for sports, as well as facilities at a local college. However, the journey to and from such venues eats into the teaching time for other subjects, and this is further aggravated in Key Stage 2 by a shortfall in the overall teaching time. The lack of a school hall means that there is no satisfactory place on site for the school to meet as a whole. The classroom used for assemblies, for example, is cramped and some pupils have to stand at the back. This does not help to create an effective environment for pupils to be able to reflect. In the classroom shared by reception pupils and Year 1, there is no role-play area indoors, nor specific outdoor area for the under-fives, which limits their opportunities to develop imaginative, physical and social skills to a higher level.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to improve standards further the governing body, headteacher and staff need to:

- Analyse standards and performance information with greater rigour to provide more accurate information for setting targets for individuals and groups of pupils, and to use it as a means of tracking pupils as they move through the school, in order to assess how well they have progressed.
- Evaluate the quality of teaching with a sharper focus on what works well, in order to share good practice more effectively, and also to identify where further improvement may be made.
- Make best efforts to secure improvements to the accommodation to:
 - * provide a more effective environment for whole school gatherings;
 - * provide facilities for physical education on site, and save significant teaching time in travelling between sites;
 - * improve provision for under-fives for role play and regular outdoor activities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 19 |
| 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 |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 28 | 33 | 39 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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) | 112 |
| Number of full-time pupils eligible for free school meals | 12 |

Special educational needs

| | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 4 |
| Number of pupils on the school's special educational needs register | 16 |

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 | 14 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 8 | 7 | 15 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC Level 2 and above | Boys | 7 | 8 | 8 |
| | Girls | 7 | 7 | 6 |
| | Total | 14 | 15 | 14 |
| Percentage of pupils at NC Level 2 or above | School | 93 (92) | 100 (100) | 93 (92) |
| | National | 82 (77) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 2 and above | Boys | 8 | 8 | 8 |
| | Girls | 7 | 7 | 7 |
| | Total | 15 | 15 | 15 |
| Percentage of pupils at NC Level 2 or above | School | 100 (100) | 100 (100) | 100 (100) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 8 | 5 | 13 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC Level 4 and above | Boys | 8 | 8 | 8 |
| | Girls | 5 | 4 | 5 |
| | Total | 13 | 12 | 13 |
| Percentage of pupils at NC Level 4 or above | School | 100 (75) | 92 (88) | 100 (100) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|-----------|
| Numbers of pupils at NC Level 4 and above | Boys | 7 | 8 | 8 |
| | Girls | 5 | 5 | 5 |
| | Total | 12 | 13 | 13 |
| Percentage of pupils at NC Level 4 or above | School | 92 (81) | 100 (100) | 100 (100) |
| | National | 68 (65) | 69 (65) | 75 (71) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 105 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, 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) | 4.8 |
| Number of pupils per qualified teacher | 23.3 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 50 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1998/1999 |
|----------------|-----------|

| | £ |
|--|-----------|
| Total income | 204250.00 |
| Total expenditure | 207999.00 |
| Expenditure per pupil | 1981.00 |
| Balance brought forward from previous year | 4921.00 |
| Balance carried forward to next year | 1172.00 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 116 |
| Number of questionnaires returned | 58 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 64 | 36 | 0 | 0 | 0 |
| My child is making good progress in school. | 53 | 38 | 9 | 0 | 0 |
| Behaviour in the school is good. | 70 | 29 | 0 | 0 | 2 |
| My child gets the right amount of work to do at home. | 47 | 46 | 4 | 0 | 4 |
| The teaching is good. | 72 | 28 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 53 | 44 | 4 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 78 | 22 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 72 | 26 | 2 | 0 | 0 |
| The school works closely with parents. | 64 | 33 | 4 | 0 | 0 |
| The school is well led and managed. | 66 | 31 | 2 | 0 | 2 |
| The school is helping my child become mature and responsible. | 60 | 40 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 54 | 32 | 7 | 5 | 2 |

Other issues raised by parents

- Parents very concerned about rising numbers in school creating large class sizes.
- Concerns about the lack of a hall for school to collect together and also use for physical education.