

## INSPECTION REPORT

### **DENNINGTON CE VC PRIMARY SCHOOL**

Dennington, Woodbridge

LEA area: Suffolk

Unique reference number: 124728

Headteacher: Mr C. Walker

Reporting inspector: Mrs A. J. Pangbourne  
23818

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> March 2000

Inspection number: 190576

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:	4-11
Gender of pupils:	Mixed
School address:	Laxfield Rd Dennington Woodbridge Suffolk
Postcode:	IP13 8AE
Telephone number:	01728 638206
Fax number:	-
Appropriate authority:	The governing body
Name of chair of governors:	Mr M.Brenton
Date of previous inspection:	18 Nov 96

## INFORMATION ABOUT THE INSPECTION TEAM

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<b>PART A: SUMMARY OF THE REPORT</b>	

## INFORMATION ABOUT THE SCHOOL

Dennington Church of England Primary School is situated in the village of Dennington in Suffolk. It draws its pupils mainly from the village, the neighbouring village of Badingham and surrounding hamlets. Children's attainments on entry are above average in most of the areas of learning, and particularly in mathematics, but attainment in writing is broadly average. At the time of the inspection, there were 74 pupils on roll, of whom none have statements of special educational need and 11 were included on the special educational needs register as needing levels of support provided by the school itself. Almost two thirds of the pupils are boys and there are considerable differences in the sizes of year groups and in the numbers of boys and girls in each year group. The pupils are all white with no pupils from ethnic heritages. The socio-economic circumstances of the pupils are above average, with seven per cent of pupils entitled to a free school meal, which is below average. The school buildings are shortly to be extended to improve the cramped accommodation. At the time of the inspection, two of the three full time teachers were in their first term with their classes and one teacher was new to the school.

## HOW GOOD THE SCHOOL IS

Dennington Church of England Primary School is a very effective school with many good features. The pupils achieve well above average standards in English, mathematics and science because the quality of teaching is very good. The headteacher, governors and staff work very well together and are committed to raising standards even higher in all areas of the curriculum. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

### What the school does well

- Very high expectations and challenging lessons enable pupils to attain well above average standards in English, mathematics and science by the end of Key Stage 2.
- The quality of teaching is very good and leads to very good learning.
- Pupils behave very well and show very good attitudes to their learning. Relationships are very good and pupils take a lot of responsibility in the school.
- The headteacher and governors provide very good leadership, which contributes positively to the success of the school.
- The quality of the curriculum in both key stages is very good and pupils have regular opportunities to develop their skills in English, mathematics and science across a wide range of subjects.
- The application of information technology skills to different subjects such as geography, English and design and technology is very good.

### What could be improved

- Standards in writing are not as high as those in reading and speaking and listening because the school has not yet fully addressed how writing skills develop as pupils move through the school.
- The cramped accommodation leads to weaknesses in the provision for children aged under five because there are limited opportunities for independent play and outdoor activities. Some activities lack focus and challenge; they occupy children rather than develop their understanding or skills.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in 1996. Standards have risen and the proportion of lessons judged to be very good or better has improved considerably from nearly seven per cent to 31 per cent. The school has successfully addressed the issues pointed out in its previous inspection. There is now a very good balance between the subjects of the National Curriculum and the role of the governing body has been improved, enabling governors to have a thorough understanding of the work of the school. The governors have worked hard to ensure that the accommodation will shortly to be extended to further improve the quality of education provided. The school is well placed to make further improvements.

## 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	A*	A	A*	A	well above average A above average B Average C below average D well below average E
mathematics	A	B	A*	A	
science	A	C	A	C	

Given the small and variable numbers of pupils in each year group, too much emphasis should not be placed on one year's performance. The information shows that the performance of pupils in 1999 was very high, being in the highest five per cent nationally in English and mathematics, in relation to all schools. Performance in science was well above average. In comparison with similar schools, performance in English and mathematics was well above average and performance in science was average.

The cohort of pupils in Key Stage 1 in 1999 was smaller than Key Stage 2 and all pupils were boys. One third of the pupils were absent at the time of the tests and consequently, comparative grades are unreliable as an indicator of standards. However, the majority of pupils reached the expected standard in reading, writing, science and mathematics, although half the pupils only just reached the expected level in writing.

Inspection evidence shows that standards overall are well above average and that pupils are achieving very well. By the end of Key Stage 2, standards are well above average in English, mathematics and science. Standards in writing are slightly lower than those in reading and speaking and listening. By the end of Key Stage 1, standards are above average in reading, speaking and listening, mathematics and science and broadly average in writing.

The differing sizes of the cohorts mean that a comparison of results in recent years as an indicator of improvement is unreliable. However, the school has maintained well above average standards by the end of Key Stage 2 in English, mathematics and science over recent years. The school has set appropriate targets to raise standards still further in English and mathematics and expects to meet its targets this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good. Pupils enjoy coming to school because they are offered interesting activities and they are keen to do their best.
Behaviour, in and out of classrooms	Pupils behave very well both in lessons and around the school and this contributes to an orderly learning environment. They are polite and courteous and show respect for property.
Personal development and relationships	Very good. As they get older, pupils take responsibility for a range of duties around the school. Relationships are also very good and older pupils work and play well with younger ones.
Attendance	Satisfactory. Authorised absence is above the national average but unauthorised absence is below average. Pupils are rarely late for school and lessons start promptly.

### 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 very good overall and contributes to very good learning. Out of the 13 lessons seen, 31 per cent were very good or better, over three-quarters of the lessons seen were good or better and the rest were satisfactory. At Key Stage 2, the quality of teaching is of a consistently high standard, particularly for the oldest pupils. Excellent teaching was seen in geography, very good teaching was seen in English and science and good teaching was seen in mathematics and design and technology. At Key Stage 1, the quality of teaching was satisfactory in English and mathematics, good in science and very good in art. Children aged under five are accommodated in the class which also contains pupils in Year 1 and Year 2 and the quality of teaching in the one lesson seen where these children were the focus of the observation, was satisfactory. Strengths in the quality of teaching throughout the school include a very good understanding of how to teach literacy and numeracy, tasks which are well matched to the needs of all pupils, challenging questions which extend learning and very high expectations which encourage pupils to persevere. Where teaching is less successful, particularly for the youngest children, tasks sometimes have insufficient focus and occupy them rather than develop their skills.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum for pupils in Key Stage 1 and Key Stage 2. It makes very effective use of pupils' cultural

	experiences, particularly in geography, and there are very good cross-curricular links between subjects. The curriculum for children aged under five includes limited opportunities for independent play. All statutory requirements are met.
Provision for pupils with special educational needs	These pupils receive good support and their individual education plans identify clear targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision. The school effectively promotes collaborative and co-operative work, which has a positive impact on pupils' personal development.
How well the school cares for its pupils	The school cares for its pupils well. Staff know pupils very well and provide a high level of pastoral care.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Despite a heavy teaching commitment the headteacher provides very effective leadership and sets a high standard. This contributes to the success of the school. All teachers have responsibility for curricular management and undertake their roles very successfully.
How well the governors fulfil their responsibilities	The governing body is very effective and this contributes positively to the high standards in many aspects of the school. They have successfully addressed the weaknesses identified in the previous inspection and show a strong commitment to raising standards even higher.
The school's evaluation of its performance	The school thoroughly evaluates its performance and takes steps to address any weaknesses. For example, it has already identified that standards in writing could be higher and has introduced several initiatives to raise standards. Targets are set based on a detailed analysis of assessment data.
The strategic use of resources	Very good. The governors evaluate spending and are well informed about budgetary matters. They have ensured that sufficient funds have been maintained to equip the impending extension to the school. The principles of best value are applied well.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children receive. Some parents wanted more and</li> </ul>

<ul style="list-style-type: none"> <li>• The teaching is good and children are expected to work hard.</li> <li>• The school is well led and managed.</li> <li>• The attitudes and values promoted by the school.</li> </ul>	<p>some wanted less.</p> <ul style="list-style-type: none"> <li>• They would like more information about their child's progress.</li> <li>• Some parents would like more extra curricular activities to be provided.</li> <li>• Some parents would like to be more closely involved with the school.</li> </ul>
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The inspection team fully supports parents' positive views. The amount of homework set is similar to that of other primary schools and is judged to be appropriate.

Parents receive an annual report giving information about their child's progress and there are two formal occasions for parents to meet teachers each year. Parents spoken to during the inspection indicated that they could make an appointment to see teachers at other times if required. These arrangements are sufficient to keep parents well informed.

Many pupils travel home by bus at the end of the school day and this limits the possibilities for extra curricular activities as many pupils would be unable to attend. Many pupils also attend activities after school in the village, such as Brownies, Cubs and musical activities. The cramped accommodation provides little space for activities at lunch time, although there is a recorder club and pupils use the computers at lunch time. There is also a physical education club in summer. Taking these factors into account, the school is providing appropriate extra curricular activities.

Examination of newsletters shows that parents receive many invitations to be involved in the school and that there is a flourishing 'Friends of the School' Association.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Very high expectations and challenging lessons enable pupils to attain well above average standards in English, mathematics and science by the end of Key Stage 2.**

1. By the end of Key Stage 2, pupils attain well above average standards in English, mathematics and science in their National Curriculum tests. Their performance is very high in English and mathematics, being in the highest five per cent of schools nationally and well above average in comparison with similar schools.

2 When children start school, their attainments are above average in most of the areas of learning, but particularly in mathematics. However, their attainment in writing is broadly average. Pupils develop their skills steadily in all areas of the curriculum as they move through the school and reach high standards because they are offered challenging activities and the teachers' expectations are very high.

3 One of the reasons why standards are so high in the school is because teachers take particular care to choose interesting resources and ensure that lessons are well matched to the interests of the pupils. This motivates pupils and encourages them to succeed.

4 Teachers plan challenging lessons to extend pupils' literacy skills. For example, younger pupils write their own party invitations, showing their developing skills in spelling and punctuation, after examining real invitations. By the time pupils reach Year 6, they show good understanding of imagery and alliteration when they write poems in the style of Brian Patten's 'Dear Mum'. Pupils were challenged to consider whether they were writing a sonnet and to count the number of syllables in each line. Consequently, the pupils responded well to their teacher's very high expectations and the resulting poems were of high quality.

5 Pupils enjoy mathematics and they respond well to their teachers' high expectations. For example, by the end of Year 2, pupils have a thorough understanding of how to tell the time and count on in hours and half-hours. Pupils in Year 3 and Year 4 are challenged to solve increasingly more difficult problems and improve on their previous performance. By Year 6, pupils predict the twelfth and twentieth numbers in a pattern of square numbers using their knowledge of sequences.

6 In science, younger pupils were well motivated by a challenging activity to identify different materials with a similar texture such as sawdust, sand, and flour by touch before investigating what happens to these materials when they are mixed with paint. By Year 4, pupils show their good understanding of fair testing when they explore the 'stretchiness' of tights using a variety of materials including weights. By Year 6, pupils predict what may happen to an interesting range of materials, including jelly cubes, when they are heated. The opportunity to test out their predictions excited the pupils and contributed very positively to the high standards attained.

#### **The quality of teaching is very good and leads to very good learning.**

7 The high quality of the teaching is another reason why the school is so successful. Teachers are skilled in planning activities which meet the needs of all pupils, lessons proceed at a brisk pace and effective intervention with challenging questions contribute to very good learning.

8. An excellent geography lesson for pupils in Year 6, based on a land use survey conducted locally, was characterised by the teacher's very good subject knowledge and meticulous planning, which provided high levels of challenge for three different ability groups. Pupils had collected the data to be used in the lesson themselves. Consequently they were extremely well motivated. The teacher's enthusiasm for the subject was successfully transferred to the pupils, resulting in excellent learning.

9. A particular strength is the use teachers make of challenging questions to provoke thought and test out understanding. For example, during a good geography lesson about St Lucia's tourist attractions, for pupils in Year 3 and Year 4, they were asked to describe the difference between

scuba diving and snorkelling. This provoked much useful discussion and the teacher took every opportunity to extend language. Questions from the teacher enabled pupils in Year 5 to evaluate their work successfully in design and technology and consequently to learn the importance of structuring their work when making a brochure containing moving mechanisms. During a very good literacy lesson for pupils in Year 5 and Year 6, challenging questions encouraged pupils to successfully estimate the age of the poet and the text was well used to establish pupils' knowledge of punctuation.

10 Another reason why the teaching is so effective is because teachers take care to ensure that tasks meet pupils' needs and, as a result, pupils receive a stimulating education which motivates them to succeed. For example, effective use of classroom assistants in Key Stage 1, ensures that there are sufficient adults to support the needs of pupils with a very wide range of abilities. Teachers know their pupils well and are skilled in timely intervention and encouragement to challenge individuals. For example, pupils in Year 6 were encouraged to persevere when their teacher reminded them of other forms of punctuation they might use, saying 'You can do that!'

**Pupils behave very well and show very good attitudes to their learning. Relationships are very good and pupils take a lot of responsibility in the school.**

11. Pupils' behaviour and their attitudes to their learning contribute positively to a conducive environment for learning. All pupils show interest in their work. They enjoy coming to school because they are offered interesting activities and they know that their contributions are valued. Pupils are highly motivated learners and show a determination to succeed. They organise themselves well when required to work in groups and apply what they have learned to new work. They listen carefully to each other and show respect for the accomplishments of others. For example, during an assembly, they listened quietly as pupils played the piano and sang solos and asked for an encore. In a design and technology lesson, pupils shared their views about their pamphlet designs and evaluated the demonstrations of others.

12. The very good relationships evident between all adults and pupils and between pupils contribute positively to the ethos of the school. Of particular note are the very good relationships between boys and girls, particularly in the class for pupils in Year 3 and Year 4, which contains few girls. In this class, boys take care to include the small number of girls when organising themselves into groups. Older pupils take care of younger ones and there is a high level of mutual respect. Due to the small size of the school, brothers and sisters are sometimes in the same class, leading to close relationships.

13. Pupils take on a lot of responsibility around the school. Older pupils are very confident in showing visitors around and give clear explanations of what happens in each area of the school. They show a high level of independence in lessons, where they are expected to complete their tasks without recourse to the teachers if they are working with another group. Older pupils fetch items from the resources room and use the computers, which are located there, with little supervision required. During the inspection, pupils took responsibility for planning and conducting a musical assembly, which was enjoyed by everyone. Pupils use their initiative well and anticipate what needs to be done. For example, reminding the teacher to call the register and helping to prepare the classroom for assembly.

**The headteacher and governors provide very good leadership, which contributes positively to the success of the school.**

14 The very good leadership provided by the headteacher and governors contributes very positively to the success of the school. The headteacher has very high expectations and this ensures that all can give of their best. He has a very clear vision for the continued development of the school. The shared commitment to learning shown by all staff, governors and pupils ensures that pupils achieve their best and try to do better. The headteacher sets a very good example in his teaching and this has a positive influence on the standards attained.

15 The headteacher is very well supported by the teachers, who share in the management of the school. The consistency in practice seen during the inspection, particularly at Key Stage 2, where the teachers are established in the school, is because they have had good opportunities to monitor the standards and teaching in many of the subjects for which they are responsible. The headteacher

ensures that opportunities are also provided for staff training and for teachers to observe good practice in other schools. These factors all contribute well to the good quality of education provided.

16 The role of the governors is very well developed. They have a good understanding of the strengths and weaknesses of the school because they too have responsibility for areas of the curriculum and visit the school regularly to monitor these areas. Under the leadership of the headteacher and the chair of governors, they have analysed all available data to set appropriate targets for improvement and they show a strong commitment to raising standards further. They have already identified that standards in writing are not as high as they could be. They have responded to this positively through the introduction of several new initiatives to improve spelling and handwriting. This is already contributing to improving standards.

17 The commitment made from the school budget to the provision of extra staffing makes a good contribution to the success of the school. The very good provision and deployment of support staff leads to more individual attention for the very youngest pupils and spending on part time teachers, such as a music specialist, contributes favourably to the standards attained.

**The quality of the curriculum in both key stages is very good and pupils have regular opportunities to develop their skills in English, mathematics and science across a wide range of subjects.**

18 The school ensures that pupils develop their basic skills in many areas of the curriculum and this contributes to well motivated pupils and high standards. For example, English skills are well developed through information technology, where pupils write accounts about their school and in mathematics where they discuss the solutions to problems. Mathematical skills are developed in design and technology where precise measurements are required and scientific concepts are explored through art where pupils discover the effects of mixing a range of materials with paint. The school makes very effective use of pupils' own cultural experiences, particularly in geography, where older pupils learn about land use in their agricultural locality.

19 The many opportunities for collaborative and co-operative work contribute positively to pupils' personal development. The curriculum is also enriched by a wide range of visits and visitors. For example, a recent visit by a science teacher from the secondary school enabled older pupils to make very good progress in their understanding of scientific concepts. Visits from poets, puppeteers, artists and drama groups inspire pupils and introduce them to rich cultural experiences. This contributes well to the very good curriculum provided.

**The application of information technology skills to different subjects such as geography, English and design and technology is very good.**

20 A strength of the school is the way in which information technology is used to enhance the curriculum. The school achieves this despite difficulties with the accommodation, which means most of the computers have to be located in the resources area. This is because of limited space in the classrooms and in the mobile classroom. The school makes effective use of a technician from the secondary school who visits regularly to work with pupils. This makes a significant impact on the standards attained, particularly by the oldest pupils.

21 In geography, pupils in Year 6 use their information technology skills very effectively to scan maps to enlarge the scale, and include text when recording the results of their land use survey. In Year 3 and Year 4, pupils visit the website about St Lucia and download information about tourist attractions to use when making their own brochures. In English, pupils in Year 1 and Year 2 develop their punctuation skills through word-processed information about themselves. Pupils in Year 6 write accounts of the school from their own point of view and develop their letter writing skills when they send emails to thank a visiting teacher for a science lesson. They also read e-mails sent to them by pupils in New Zealand. In design and technology, pupils in Year 3 and Year 4 design place mats for a young child or a café, importing pictures from other programs and adding text. Pupils in Year 5 develop their skills when they design, scan and computerise designs for chocolate bar wrapping paper. Pupils in Year 6, confidently design high quality brochures for their forthcoming assembly production of 'The Fried Piper of Hamstring', showing effective use of the scanner. All these opportunities enhance pupils' learning across the curriculum.

## WHAT COULD BE IMPROVED

**Standards in writing are not as high as those in reading and speaking and listening because the school has not yet fully addressed how writing skills develop as pupils move through the school.**

22 The school has already recognised that standards in writing are lower than those in reading and speaking and listening. Baseline assessments show that when children start school their attainment in writing is below that in other areas of the curriculum. The school has identified that, although most pupils in Key Stage 1 attain the expected level in their National Curriculum tests, a significant number only just reach the expected level. By the end of Key Stage 2, pupils attain the expected standard but more pupils could exceed this level if standards in writing were improved. To address this relative weakness, the school has recently introduced a rhythmic and multi-sensory approach to the teaching of spelling, designated writing sessions within the literacy hour and the use of additional literacy materials to improve writing.

23 Pupils are introduced to writing for a range of purposes, such as letters, stories, accounts, invitations and diaries in Key Stage 1. This range continues and is extended in Year 5 and Year 6, but the range of writing offered to pupils in Year 3 and Year 4 is more limited and there are insufficient opportunities for extended writing. The school has not yet analysed which forms of writing are being taught in each year group to ensure that writing skills are developed systematically as pupils move through the school. Long term planning does not sufficiently identify the development of these skills and these factors contribute to lower standards in writing than might be expected.

**The cramped accommodation leads to weaknesses in the provision for children aged under five because there are limited opportunities for independent play and outdoor activities. Some activities lack focus and challenge; they occupy children rather than develop their understanding or skills.**

24 Children aged under five are accommodated in the class which also contains pupils in Year 1 and Year 2. The small size of the classroom limits opportunities for children to experience sufficient practical activities, such as sand and water play. There are no opportunities for role-play and consequently there are few opportunities for children to develop their writing skills through play. This impacts negatively on the progress made in writing. There is no designated outdoor play area and there are no wheeled toys. Children sometimes lose attention because they have insufficient opportunity for physical activity in the cramped space. Planned opportunities for the children to use the playground during lessons are missed.

25 The school makes commendable efforts to meet the needs of such young children. These children often undertake activities, which have been planned for them by the teacher, under the supervision of talented classroom assistants. This allows them to be taught in a small group, sometimes in the resources room. However, older pupils using the computers or fetching resources also use this small room and this causes distractions.

26 Some of the follow up activities planned for these children allow insufficient opportunities for them to learn new skills; they occupy them rather than develop their understanding. For example, when children finish a set task they may choose another activity. However, many of these activities have little focus and lack challenge. For example, children sometimes spend too much time colouring rather than developing their skills through exciting independent play activities which have a clear focus.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27 In order to continue the very good work of the school and raise standards even higher, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards in writing by:\*
- analysing which forms of writing are taught in each year group and ensuring that writing skills are developed systematically as pupils move through the school;
  - extending the range of writing offered in Year 3 and Year 4;
  - improving long term planning to identify the development of writing skills.
- (paragraphs 16, 22 and 23)
- (2) Improve the provision for children aged under five by:\*
- ensuring that the extension to the accommodation provides more opportunities for independent play;
  - providing opportunities for children to develop their physical skills;
  - ensuring that all tasks have a clear focus and allow children to learn new skills .
- (paragraphs 24-26)

\* The school has already identified these as areas in need of improvement.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

13

Number of discussions with staff, governors, other adults and pupils

6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	23	46	23	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	74
Number of full-time pupils eligible for free school meals	5
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	6.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99(98)	12 [3]	0 [4]	12 [7]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8 [3]	8 [3]	8 [3]
	Girls	0 [2]	0 [3]	0 [3]
	Total	8 [5]	8 [6]	8 [6]
Percentage of pupils at NC level 2 or above	School	67 (71)	67 (78)	67 [78]
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10 [3]	10 [3]	11 [3]
	Girls	0 [2]	0 [3]	0 [3]
	Total	10 [5]	10 [6]	11 [6]
Percentage of pupils at NC level 2 or above	School	83 (71)	83 (78)	92 (78)
	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
	99 [98]	9 [9]	7 [7]	16 [16]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9 [9]	9 [9]	8 [7]
	Girls	7 [7]	7 [7]	7 [7]
	Total	16 [16]	16 [16]	15 [14]
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	94 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9 [9]	9 [9]	9 [9]
	Girls	7 [7]	7 [7]	7 [7]
	Total	16 [16]	16 [16]	16 [16]
Percentage of pupils at NC level 4 or above	School	100 (100)	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	74
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	22.4
Average class size	24.6

**Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	55.5

*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	98/99
	£
Total income	152617
Total expenditure	146477
Expenditure per pupil	1902
Balance brought forward from previous year	4000
Balance carried forward to next year	10140

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	32

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	31	3	3	0
My child is making good progress in school.	50	38	3	3	6
Behaviour in the school is good.	44	53	0	0	3
My child gets the right amount of work to do at home.	22	56	22	0	0
The teaching is good.	44	53	3	0	0
I am kept well informed about how my child is getting on.	25	47	25	3	0
I would feel comfortable about approaching the school with questions or a problem.	52	35	10	3	0
The school expects my child to work hard and achieve his or her best.	58	32	3	3	3
The school works closely with parents.	23	47	27	0	3
The school is well led and managed.	53	38	6	0	3
The school is helping my child become mature and responsible.	47	41	12	0	0
The school provides an interesting range of activities outside lessons.	22	25	41	6	6

### Other issues raised by parents

Parents praised the 'family atmosphere' in the school and felt that their children were well prepared for secondary school. They were pleased that the accommodation is shortly to be improved. Some parents felt that mixed age classes were a disadvantage but that there was little alternative in such a small school.