

INSPECTION REPORT

EAST AYTON COMMUNITY SCHOOL

East Ayton, Scarborough

LEA area: North Yorkshire

Unique reference number: 121377

Headteacher: Mr Ian Fleming

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 12th – 14th November 2001

Inspection number: 195027

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant & junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: 3 Moor Lane
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Scarborough
North Yorkshire

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Appropriate authority: Governing body

Name of chair of governors: Mrs L Thompson

Date of previous inspection: June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Ayton is an averaged sized primary school situated in village of East Ayton close to the seaside town of Scarborough. There are 215 boys and girls on roll who are taught in eight single-aged classes. Currently, there are more boys than girls. At the time of the inspection there were 14 full-time and six part-time children in their foundation year. The school mainly serves the villages of East and West Ayton but also admits pupils from a wider geographical area. Approximately 14 per cent of pupils are on the school's special educational needs register as needing some form of additional support and this is broadly in line with the national average. Approximately seven per cent of pupils are entitled to free school meals, below the national average. There are few pupils from ethnic minority backgrounds and no pupils who are at an early stage in learning English. The school has a stable population and the vast majority of pupils have only attended East Ayton Primary. The attainment of the pupils on entry to the school, although wide ranging, is generally average. Most pupils have good speaking and listening skills when they enter the school but lower than expected reading skills.

HOW GOOD THE SCHOOL IS

East Ayton Primary is an effective school where many pupils have made good progress by the time they leave the school. The standard of education pupils receive is good. The school is led and managed well and provides good value for money.

What the school does well

- By the time they leave the school at the age of 11, pupils achieve very well in science and well in English and mathematics.
- Children during the Foundation Year are taught well and given an exciting and stimulating start to school.
- It makes good provision for pupils' personal development, encouraging very good attitudes to learning, good behaviour and very positive relationships.

What could be improved

- The use made of assessment data to inform teachers' planning, track individual pupils' progress and set targets for their future development.
- Systems for monitoring the work of the school.

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 progress since the time of the last report in June 1997. The quality of teaching has improved and is now good. By the time pupils leave the school at the age of 11, standards of attainment in the core subjects of English, mathematics and science have improved above the nationally improving trend. This has led to the school receiving a Department for Education and Employment Achievement Award. Sound progress has been made in developing effective assessment procedures and improving the role of co-ordinators in managing subjects. However, the school is aware that more still needs to be done in these areas. The headteacher and staff work well as a team, share a common sense of purpose in improving the quality of teaching and learning the school provides, and are well placed to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A	C
mathematics	A	B	A	B
science	A	A	A	A

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

The above table shows that by the age of 11 pupils' attainment in English, mathematics and science is well above average when compared to all schools nationally. Compared to schools with a similar number of pupils eligible to free school meals, pupils' attainment is well above average in science, above average in mathematics and average in English. There has been an upward trend in attainment in all three subjects, above the nationally improving trend, and standards are higher than at the time of the last inspection. The number of pupils achieving the expected Level 4¹ in these subjects has improved, while the number reaching the high Level 5 has significantly improved. Girls perform better than boys in English, particularly writing, while boys perform better than girls in science. Boys and girls perform similarly in mathematics. Inspection evidence indicates that the attainment of many of the current group of pupils in Year 6 in English, mathematics and science is above expected levels. While at the school, pupils make good progress and achieve well in relation to their attainment at the end of Year 2.

The year 2001 National Curriculum test results at the end of Year 2 showed standards of attainment to be well below average in reading, and below average in writing and mathematics when compared to all schools. When compared to similar schools standards of attainment were well below average. These results are not typical of what the pupils of this age normally achieve. This particular group of pupils entered the school with well below average attainment. In previous years, pupils' attainment at the age of seven was more often above or well above national averages. Although varying from year to year standards of attainment have generally shown an upward trend. The performance of boys and girls is generally the same. Inspection evidence indicates that the current Year 2 pupils are making sound progress and that most of them are on track to achieve the expected Level 2 in reading, writing and mathematics.

¹ On levels - The National Curriculum has been written on the basis that pupils, by the end of Year 2, are expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age. The nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

The majority of children in the reception class make good progress and are on track to reach the Early Learning Goals² in all areas of their learning by the end of the Foundation Stage³. A significant minority of pupils will exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in their lessons and keen to learn. Pupils have very positive attitudes to all that the school has to offer.
Behaviour, in and out of classrooms	Good. Pupils are polite and show care and consideration for others including the youngest pupils in the school.
Personal development and relationships	Very good. Frequent opportunities are given to pupils to take responsibility and show initiative. By the time they leave the school, pupils are mature and sensible in their behaviour and polite and courteous in their dealings with others. Relationships are very good among pupils and between pupils, teachers and other adults in the school. This contributes to the very positive ethos within the school.
Attendance	Good. Attendance levels are above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 overall and varies from very good to satisfactory. It was at least good in approximately two-thirds of lessons, of which approximately one in ten was very good. Teaching was particularly good in the Foundation Stage and in Years 3 to 6 but examples of good teaching were observed in every classroom. Particular strengths of teaching are the relationships that staff have established with the pupils and their effective management of them. Areas that could be improved are the use teachers make of assessment data to plan future work, and a more consistent sharing with pupils of what it is they are to achieve at the end of lessons. The teaching of literacy and numeracy is satisfactory in Years 1 and 2 and good in Years 3, 4, 5 and 6. The teaching of science was only observed in Years 3, 4, 5 and 6 and was generally good. The National Literacy and Numeracy Strategies have been implemented well. In the good or better lessons observed,

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their ownname and other things such as labels and begin to write simple sentences.

³ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

teachers provide practical, challenging activities that motivate pupils to give of their best. The pace of lessons is brisk and good use is made of time and resources. Teachers' good questioning techniques probe pupils' understanding and encourage them to think about what they are doing and explain their ideas. Pupils with special educational needs are given appropriate support in lessons. Homework is used satisfactorily to consolidate what pupils have learned at school and pupils' work is marked regularly.

Pupils, including those with special educational needs, make good progress during the Foundation Stage, consolidate their learning during Key Stage 1 and then continue to make good progress at Key Stage 2.

In English and mathematics the school's targets for the percentage of pupils who will reach the expected Level 4 were realistic. They were achieved in English and exceeded well in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The national strategies for literacy and numeracy have been implemented effectively. Teachers' planning is satisfactory. The school provides a good range of extra-curricular activities, particularly sport.
Provision for pupils with special educational needs	Satisfactory. Pupils with learning difficulties are given appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is particularly strong. Pupils recognise how to behave and take responsibility for their own actions. Frequent opportunities are given to pupils to take responsibility and show initiative in lessons and the orderly running of the school
How well the school cares for its pupils	Good. The school provides a secure and caring environment where pupils are treated with respect and valued as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a strong, clear educational direction to the work of the school. The monitoring of teaching and learning is satisfactory. The role of subject co-ordinators in monitoring standards and curriculum provision in their subjects is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is supportive of the staff, parents and pupils. Governors are informed about the work of the school through regular headteacher reports and their own monitoring of the work of the school. Governors fulfil their statutory duties appropriately.

The school's evaluation of its performance	Satisfactory. Procedures for monitoring the quality of teaching and learning are developing and becoming more formalised. More detailed analysis of pupils' performance in national and standardised tests is leading to improvements in curriculum provision.
The strategic use of resources	Good. There are good procedures for financial planning and the budget is managed well. Day-to-day financial administration is efficient. All grants are spent appropriately and the governors' finance committee applies the principles of best value appropriately in seeking services for the school.

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 enjoy coming to school, are well behaved and becoming more mature and responsible. • The good teaching the school provides. • The leadership and management of the school. 	<ul style="list-style-type: none"> • There were no significant weaknesses.

Inspectors' judgements support parents' positive views. A few parents expressed the view that they were not happy with the amount of homework their children receive. It was not clear whether they thought there was too much homework or not enough. The view of the inspection team was that the level of homework was satisfactory. Although there is a school homework policy, this has not yet been shared with the parents and there may be some misunderstanding about when homework is set. The school enjoys a very positive partnership with parents who give it good support. The school is appreciative of parents' contributions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time they leave the school at the age of 11, pupils achieve very well in science and well in English and mathematics.

1. Pupils' attainment in science in National Curriculum tests at the age of 11 is well above national averages when compared to all schools, and when compared to schools who admit pupils from similar backgrounds. Between 1997 and 1999 standards of attainment rose sharply from below national averages to their present high position. Although there has been a slight fall in overall standards in 2000 and 2001, standards are much higher than at the time of the last inspection. In this year's tests all pupils in Year 6 achieved at least the expected Level 4, and over half the pupils achieved the higher Level 5. In 2000 approximately two-thirds of the pupils achieved the higher level. Inspection evidence indicates that the attainment of the current group of Year 6 pupils is above expected levels. Pupils achieve very well in relation to their attainment at the age of seven.
2. The school adopts a very practical approach to the teaching of science. Throughout Years 3 to 6, the quality of teaching is good. Lessons were observed in each of these year groups and four-fifths of the teaching was good. Teachers have a good knowledge and understanding of the subject and plan challenging activities that provide effective opportunities for pupils to carry out their own scientific enquiries and increase their knowledge and understanding of the diversity of life, physical processes, and materials and their uses. Lessons are well organised, teachers make good use of the resources available, and lessons move at a good pace. Pupils are well motivated by the work they are set, work together co-operatively, and use their previous knowledge to design their own fair tests. For example, in lessons observed in Year 4, the teachers were well organised in presenting pupils with the challenge of deciding if pupils' existing knowledge of how emperor penguins huddled together did in fact work and keep them warmer than when they stood alone. Good questioning by the teachers encouraged pupils to design their own 'fair' test using jars of hot water. Pupils responded well to the challenge and in groups of three or four made readings of temperature every two minutes to confirm their initial hypotheses that the jar of water surrounded by other jars of water did stay warmer longer than the jar left on its own. Pupils recorded their findings clearly and made good progress in their knowledge of the need for insulation to keep our homes warm in the winter. Frequent opportunities are given to pupils to use their developing literacy and numeracy skills when carrying out science work. Year 4 pupils were observed using thermometers to record temperature changes accurately and plot a graph of how quickly the water cooled. Pupils in Year 5 used their numeracy skills well to calculate the average, mean and median in the results of their tests on the viscosity of liquids. By the age of 11, pupils are able to carry out their own investigations well and effectively use their literacy skills to write up their findings clearly in a variety of ways. Pupils make good progress and achieve well.
3. Pupils' attainment in mathematics at the end of Year 6 in the year 2001 National Curriculum tests was well above average in comparison with all schools and above average in comparison with similar schools. Since 1997 standards of attainment have risen from below national averages to their present high position. There was a slight dip in 2000 but standards improved again this year. Standards are much higher than at the time of the last inspection. In this year's tests, nearly all pupils in Year 6 achieved at least the expected Level 4, and a third of pupils achieved the higher Level

5. The teaching of mathematics and numeracy is good. Teachers provide challenging activities, which motivate pupils to give of their best. Mental arithmetic sessions at the start of lessons are brisk and pupils enjoy the challenges set for them, such as when Year 5 pupils had to find a four digit number which was a multiple of three. Staff make good use of questioning to probe pupils' understanding of mathematical concepts and to explain to others how they have made their calculations to arrive at their answers. For example, Year 4 pupils mentally added together four or five numbers making good use of their knowledge of pairs of numbers which make ten, 20 or 30, to calculate their answers quickly. Pupils were confident that their teacher would value their contributions and were willing to explain how that had arrived at their answers. Lessons are well paced and teachers are secure in their subject knowledge. Clear explanations aid pupils' quick understanding of concepts, such as use of the 24 hour clock on railway timetables. Above all, teachers make mathematics fun and pupils enjoy their lessons. By the age of 11, many pupils are competent in using the four operations of number to two or three decimal places. They mentally calculate well with speed and accuracy and have a good knowledge of number facts, including times tables. Pupils, including those with special educational needs, make good progress and achieve well.
4. Results in the year 2001 national tests in English at the end of Year 6 were well above average when compared to all schools and average when compared to schools who admit their pupils from similar backgrounds. Standards of attainment have generally maintained an upward trend since the time of the last inspection and are higher than at the time of the last inspection. The percentage of pupils reaching the higher Level 5 was well above average. Girls perform better than boys, particularly in writing. Inspection evidence indicates that pupils of all abilities are making good progress in Years 3, 4, 5 and 6 and satisfactory progress in Years 1 and 2. The attainment of the current group of Year 6 pupils indicates that most pupils are working at expected levels for their age and that a significant number achieve above this.
5. The teaching of literacy is good in Years 3, 4, 5 and 6. Teachers plan well and provide challenging activities. In lessons, teachers impart their enthusiasm for the subject to the pupils and this increases the pace of the work and the progress that pupils make. For example, in a Year 6 lesson, the teacher gave good emphasis on using quality words to produce a leaflet about the outdoor activity centre, Humphrey Head, which pupils had stayed at the week before. Pupils were clear about what they were to achieve and made good use of explanatory, informative and persuasive prose in carrying out the task. As one pupil commented "It has to cover a wide audience range, both adults and children" and pupils wrote text accordingly. Good use is sometimes made of the assessments teachers make, for example, in a Year 3 lesson based on an assessed writing task. The teacher made good use of correct vocabulary and teaching of punctuation skills in enabling pupils to write interesting, grammatically correct sentences, such as beginning with the phrase "One dark Friday...". Work was well matched to the needs of the wide range of ability levels within the class. In lessons, teachers give good attention to encouraging pupils to make imaginative use of words and widening their written vocabulary. For example, a Year 6 pupil wrote "Help me!" screamed John, I spun round. John was sprawled on the flowerbed like a lazy cat.' By the age of 11, many pupils write descriptively and make good use of words and punctuation to engage the reader. Most pupils develop good spelling skills, spelling words like 'consequences', 'investigate' and 'competitive' correctly. Handwriting skills are not so well developed, with some pupils not forming or positioning their letters correctly and some higher attaining pupils reverting from joined writing to printed script. Presentation skills are, therefore, variable. Pupils are

given frequent opportunities to explore and use language well in other subjects of the curriculum, such as science, history and geography.

6. Teachers make sound use of homework to consolidate and extend pupils' learning in English, mathematics and science. Pupils are well supported in their homework tasks by parents. However, parents would feel better informed about the work set if the school shared their homework policy with them.
7. Last year the school received an award from the Department for Education and Employment because of the high percentage of pupils who attained the higher Level 5 in their national tests in English, mathematics and science.

Children during the Foundation Year are taught well and given an exciting and stimulating start to school.

8. The provision made for children at the Foundation Stage is good. The classroom and outside play area give many varied opportunities for children to explore and acquire new skills in a stimulating learning environment. The classroom is vibrant and well organised. The teaching is good and provides a good balance between teaching basic skills and involving children in purposeful play activities that encourage enquiry and exploration. For example, in a lesson about colour and texture, a wide range of materials was provided for the children to feel and describe. The teacher made good use of questions, such as "Feel is inside. Is it rough or smooth?" and "What do you think it is made of?" to encourage the children to talk about the properties of the materials. In another lesson, children made a 'Diva' lamp using clay for the first time. The nursery assistant encouraged the children's natural enthusiasm and fascination about the feel of clay by getting them to describe if it was cold or smooth. She also allayed their fears that they were getting their hands dirty! Children develop well as readers as they interpret texts and use talk to organise, sequence and clarify ideas, such as in the story of 'Rama and Sita'. They are able to pick out the main events in the story and to write down their thoughts by copying the writing of adults. Children were observed using a globe to find the position of India and to realise how far away from East Ayton it is. They closed their eyes to sleep on the long journey and when they opened them, their teacher was dressed in a sari and welcomed them to India. Staff have high expectations of what the children can achieve and how they should behave. As a consequence, children progress well and are very well behaved.
9. Children are very well supported by an experienced nursery assistant and additional help from students and parents who work as part of a team under the guidance of the teacher. Baseline assessments and ongoing observations are used effectively to inform planning in all areas of learning. Pupils are making good progress and are in line to achieve the Early Learning Goals by the end of the Foundation Stage.
10. The positive partnership with parents that the school has established is clearly seen at the start of the school day in the reception class. Parents are encouraged to bring their children into the classroom. This time provides a good opportunity for parents and staff to exchange information about the children and ensures a calm start to the day within a very caring atmosphere.

Makes good provision for pupils' personal development, encouraging very good attitudes to learning, good behaviour and very positive relationships

11. At the pre-inspection parents' meeting, and in their responses to the questionnaire, the vast majority of parents identified as strengths their children's enjoyment of school, how well pupils behave, and the attitudes and values that the school promotes. Parents said they had witnessed at first hand, on the many occasions they were invited into the school, the good behaviour of the pupils and how readily they helped one another. Inspectors found that pupils have very positive attitudes to all that the school has to offer. They enjoy lessons and are motivated well by the generally interesting and challenging work set for them. From an early age, pupils acquire good learning habits and learn to actively concentrate in lessons. For example, in a typical lesson seen during the inspection, Foundation Stage children listened very attentively to their teacher and concentrated well when recalling the story of Guy Fawkes. They clear up readily after art activities and work well together when sharing equipment. Likewise, the pupils in a Year 5 design and technology lesson, concentrated wholeheartedly as they carried out the task of evaluating characteristics, such as taste, texture and thickness of a range of different biscuits. Pupils co-operated together sharing the biscuits and discussing their opinions about them. They applied themselves to the task and completed it successfully. Such lessons ensured that pupils made good progress and applied themselves effectively to their work.
12. Pupils behave well in lessons and work well together when required. Class rules in pupil friendly language ensure that they know what is expected of them. Pupils are taught to know the difference between right and wrong and to take responsibility for their own actions. There is an effective system of rewards which promote a caring attitude to others, especially those younger or less fortunate than themselves. Pupils' behaviour at lunchtimes and playtimes is good and midday assistants deal effectively with any instances of overly aggressive or inappropriate behaviour. Staff provide good role models and are always polite in their dealings with pupils. Pupils are encouraged to raise money for charity and to consider what makes a good citizen in today's society.
13. Frequent opportunities are given to pupils to take responsibility and, as they grow older, show initiative. From an early age pupils are expected to act as monitors when giving out or tidying away equipment or returning attendance registers to the school office. Older pupils volunteer to help look after the younger ones during wet lunch and break times. One pupil was observed helping Foundation Stage children to use a simple computer program. Year 6 pupils operate the tape recorder and overhead projector during assemblies. By the time they leave the school at the age of 11, pupils are mature and sensible in their behaviour and polite and courteous in their dealings with others. The enquiry based approach the school applies to the teaching of science, ensures that pupils have many opportunities to take responsibility in their own learning when carrying out investigations independently.
14. Relationships are very good among pupils and between pupils, teachers and other adults in the school. This contributes to the very positive ethos within the school. Pupils are polite and friendly and generally considerate of others' needs and feelings. The school's high expectation of pupils' behaviour is consistently applied by all staff and is central to the behaviour policy. Teachers enjoy very good relationships with the pupils and make good use of humour to motivate and encourage pupils of all abilities to give of their best.

WHAT COULD BE IMPROVED

The use made of assessment data to inform teachers' planning, track individual pupil's progress and set targets for their future development.

15. The school has established a sound range of assessment procedures in English, mathematics and science. Children's attainment in the Foundation Stage on entry to the school is assessed, as is pupils' attainment in statutory National Curriculum tests at ages seven and 11. The school also tests pupils' attainment in Years 2 to 6 using standardised tests, such as the National Federation for Educational Research tests in mathematics, and Hodder and Salford tests in reading. Optional national tests are also used in Years 3 to 6. Generally these tests are used to identify weaknesses in the attainment of year groups of pupils and improve curriculum provision in these areas. These are all improvements since the last inspection. However, although the school has made a start in using this information to plan future work and set pupil targets, this is still at an early stage of development and as yet not standard practice.
16. Although it is known that on entry to the school, children attain well in speaking and listening but have weaknesses in reading and writing skills, literacy lessons in Years 1 and 2 continue to put great emphasis on developing pupils' speaking and listening skills and less emphasis on the weaker skills. Teachers at this key stage do not have a clear picture of the National Curriculum attainment levels of individual pupils in reading and writing. Therefore, they cannot use this to identify specific development targets for individual pupils or groups of pupils' in these areas. Teachers discuss the progress of individual pupils with colleagues before they transfer to another class but as there is no whole-school policy for recording progress the records are not always useful and vary from class to class. The school has adopted the Qualifications and Curriculum Agency's guidelines in planning units of work but has yet to carry out regular assessments of pupils' attainment at the end of units. A good start has been made in improving assessment systems in English, mathematics and science but assessment procedures in other subjects are not yet in place. The headteacher is aware of the need to further improve assessment systems in other subjects and to make more effective use of the data collected in all subjects.

Systems for monitoring the work of the school

17. At the time of the last inspection more formal arrangements for monitoring the educational provision and pupils' standards of attainment was a key issue for improvement. The role of the subject-co-ordinator was underdeveloped. Since that date the detailed analysis of pupils' performance in national and standardised tests has been established in English, mathematics and science. These have been used to improve the school's provision, for example, of opportunities for pupils to write at length fiction and non-fiction texts. This is a current target in the school's development plan. Co-ordinators in these subjects have had opportunities to monitor the quality of their colleagues' teaching, apart from the newly appointed literacy co-ordinator who has only been in the school for ten weeks. The local education authority has also been involved in monitoring English, mathematics and the Foundation Stage.
18. Less progress has been made in evaluating curriculum provision and the standards of pupils' attainment in other curriculum subjects. All subjects of the curriculum now have named co-ordinators and mathematics and design and technology are currently

subjects for development in the school plan. Opportunities for these co-ordinators to monitor the quality of teaching and curriculum provision are part of the development plan. Monitoring of teaching has also taken place in music and physical education. This year, for the first time, co-ordinators have been given their own budget for their subject and have had to decide priorities for using this. All teachers have been consulted in this process. However, generally subject co-ordinators do not monitor teachers' planning or pupils' standards of work on a formal basis. The role of co-ordinators is developing and many are new to their responsibilities. However, even established co-ordinators do not monitor teachers' planning on a regular basis. The staff work well as a team and there is much informal discussion and assessment of pupils' work through displays around the school and in achievement assemblies each week. However, co-ordinators do not have a secure grasp of the standards pupils' attain in their subjects or how pupils' skills are progressively developed as they move through the school.

19. Together with his deputy, the headteacher has carried out monitoring of teaching, particularly in English, mathematics and science. He is aware of the need to further develop the role of the subject co-ordinator, particularly in subjects other than English, mathematics and science. However, this is not at present a target in the school development plan.
20. The governing body has begun to monitor the work of the school more closely and over the last eighteen months governors have visited classes and made reports to the rest of the governing body. However, they have received no training in what they are looking for and there has been no specific focus for their observations apart from the subject of lessons, such as literacy lessons being observed by the named literacy governor. These procedures are worthy but at an early stage of development. Regular reports from the headteacher inform the governing body of the progress made in achieving the targets in the school development plan but a more formalised structure for governors to collect first hand evidence of the school's success is needed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to continue the good improvement made since the time of the last inspection, and further raise standards, the governors, headteacher and staff should:
 - (1) improve the use made of assessment procedures by:
 - i. developing whole-school assessment systems in foundation subjects, such as information and communication technology, history and geography;
 - ii. making better use of the assessments which are made to set specific targets for individuals and groups of pupils;
 - iii. ensuring that teachers have a clear idea of the National Curriculum levels that pupils are working at.
 - (2) improve systems for monitoring the work of the school by developing the role of subject co-ordinators and governors in monitoring the curriculum and standards in their areas of responsibility so that they have a clearer view of the strengths and weaknesses in curriculum provision and pupils' standards of

attainment.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	15	8	0	0	0
Percentage	0	8	60	32	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	215
Number of full-time pupils known to be eligible for free school meals	16
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	31
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	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.2	School data	0.2
National comparative data	5.2	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
		2001	13	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	9	10	10
	Total	19	21	21
Percentage of pupils at NC level 2 or above	School	83 (93)	91 (95)	91 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	10	10	10
	Total	21	21	22
Percentage of pupils at NC level 2 or above	School	91 (90)	91 (98)	96 (98)
	National	85 (84)	89 (88)	89 (88)

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

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
		2001	14	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	14
	Girls	13	13	13
	Total	23	26	27
Percentage of pupils at NC level 4 or above	School	85 (86)	96 (86)	100 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	13	12	13
	Total	25	24	26
Percentage of pupils at NC level 4 or above	School	93 (86)	89 (86)	96 (93)
	National	72 (70)	74 (72)	82 (79)

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	215
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)	8.6
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	113.6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	2000-2001
	£
Total income	414,306
Total expenditure	403,266
Expenditure per pupil	1,842
Balance brought forward from previous year	18,435

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	2	0	0
My child is making good progress in school.	46	48	2	1	2
Behaviour in the school is good.	45	54	1	0	0
My child gets the right amount of work to do at home.	39	43	15	1	2
The teaching is good.	56	42	0	0	2
I am kept well informed about how my child is getting on.	38	48	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	1	0
The school expects my child to work hard and achieve his or her best.	62	34	1	0	3
The school works closely with parents.	33	56	7	1	3
The school is well led and managed.	58	36	6	0	0
The school is helping my child become mature and responsible.	54	41	2	0	3
The school provides an interesting range of activities outside lessons.	52	36	8	2	2

Other issues raised by parents

Parents felt that the school was extremely popular but that this was a two-edged sword as class sizes were now much larger. Parents felt that the accommodation was good and well maintained. Parents felt that the school aimed to educate the whole child by making them aware of world outside the village including knowledge about other races and religions.