

INSPECTION REPORT

THOMPSON PRIMARY SCHOOL

Thompson, Thetford

LEA area: Norfolk

Unique reference number: 120857

Headteacher: Ms Joanne Weight

Reporting inspector: Natalie Moss
22685

Dates of inspection: 10 – 11 December, 2001

Inspection number: 196279

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Foundation

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Road
Thompson
Thetford
Norfolk

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs E Norris

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thompson Primary School is much smaller than other primary schools, with 89 boys and girls from 4 to 11 years on roll, compared with the national average of two hundred and forty three. Most pupils join the school in the Reception class. There are 12 children in the Reception class at the moment. The school is in a village near Watton, in Norfolk, in a rural area of mixed housing. Pupils come to the school from the village of Thompson and surrounding villages. On entry to the school, pupils' attainment varies, but it is broadly average. Almost 8 per cent of pupils are known to be eligible for free school meals, a figure broadly in line with the national average. The school has 26 per cent of pupils identified as having special educational needs, which is above the national average. Nearly 5 per cent of pupils have Statements of Special Educational Need, a figure well above the national average. The school has no pupils for whom English is an additional language. The school's roll is rising and there is a high percentage of pupils who come to the school later than the usual time, whilst fewer leave before the end of Year 6. Since the previous inspection, the school has been almost completely rebuilt, most of the teachers are new and the headteacher has been in post for the last year. The school is now able to organise its teaching into four classes, rather than three, thus reducing the numbers in classes.

HOW GOOD THE SCHOOL IS

Thompson Primary School is a good school that provides an effective education, a caring environment and a very broad range of opportunities for its pupils. Standards in English, mathematics and science at least match the national averages and those achieved by most similar schools and are often above them. The quality of teaching is very good overall. Relationships within the school, the pupils' very good behaviour and very positive attitudes are particularly impressive. Both contribute strongly to the school's success. The school is excellently led by the headteacher, very well supported by teaching staff. Together they have a clear and shared vision of the school's way forward. The school provides very good value for money.

What the school does well

- The range of learning opportunities and the teaching in the Foundation Stage are excellent.
- Teaching is very good overall throughout the school and teachers have high expectations of pupils, so that they learn well.
- The school's provision for and social integration of pupils with special educational needs is excellent.
- The attitudes and behaviour of pupils are very good and their personal development, spiritually, morally, socially and culturally, is excellent.
- The school's curriculum, planning for coverage of the National Curriculum and provision of extra-curricular activities are very good.
- The leadership and management of the headteacher is excellent.
- The partnership between the school and parents is very good.

What could be improved

- Raising standards further in mathematics and science for pupils aged 7 to 11 years.

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 very good progress since it was previously inspected in 1997. Although the school had a good report at that inspection, there has been no complacency and recent productive initiatives have ensured that standards have continued to rise. The key issues from that inspection have been effectively addressed. The school has developed policies and schemes of work for all areas of the curriculum, ensuring continuity of pupils' knowledge, skills and understanding. The headteacher regularly monitors and evaluates the quality of teaching and its learning outcomes. The roles of subject co-ordinators are well-defined and they monitor the curriculum rigorously. Physical education throughout the school has improved well, with the building of a new hall, the purchase of much new equipment and training and support in the subject for teachers. Staffing and accommodation for children in the Foundation Stage are now excellent, with a new teacher and a refurbished classroom. Standards of behaviour are now very good as a result of the school's effective behaviour policy and practice and the development of personal, social, health and citizenship education. The school has been virtually rebuilt since the previous inspection, so that accommodation, including storage space, is now excellent. Resources have been improved in all areas and are now very good. Resources for the teaching of information and communication technology are now very good, teachers are

trained in the subject and have a good level of expertise. Computers are used well in teaching throughout the curriculum, particularly in literacy and numeracy and pupils are becoming increasingly confident and competent in their use. The success of these measures and the excellent leadership of the headteacher, new since the previous inspection, is to be seen in the curriculum, the management of the school and the ethos and behaviour. The school has been nominated for the DFEE School Achievement Award Scheme for making rapid progress with small cohorts for the last two years.

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 | |
| | 1999 | 2000 | 2001 | 2001 | |
| English | B | A | E* | E* | well above average A |
| mathematics | E | A | E* | E* | above average B |
| science | C | B | E* | E* | average C |
| | | | | | below average D |
| | | | | | well below average E |
| | | | | | very low E* |

It is important to recognise that in schools that frequently have small year groups, comparison with national test results is unreliable as an indication of standards achieved by pupils at the school. Inspection evidence is likely to provide a more valid base for judgement. In this case, standards reached by 11-year-olds in the 2001 national tests were very low compared with the national average and when compared with that for similar schools in English, mathematics and science, in the lowest 5 per cent nationally. However, only three pupils sat the tests, two of whom had learning difficulties, so that the results are atypical. The previous year group in 2000, achieved at well above the national average in English and mathematics and above average in science. Results had improved steadily in English and mathematics over the previous three years. Inspection evidence indicates that the work of the current Year 6 at least matches the national average in all three subjects. Over time, standards have improved in line with the national rate and pupils make good progress over time.

Standards reached by seven-year-olds in the 2001 national tests were average in reading, very high in writing, in the top 5 per cent nationally and well below the average in mathematics. When compared with similar schools, results were very well below the average for reading, mathematics and writing and very high in writing. Over the last three years, results have fluctuated between average and very good, except in mathematics, where they fell to well below average in 2001. Again, the test results by themselves are not reliable as an indicator of standards overall. Inspection evidence indicates that standards for current seven-year-olds are above average in reading, writing, mathematics and science and that pupils make good progress.

Children in the Reception class reach a very good standard by the end of the Foundation Stage, when they move into Year 1.

In 2001, the school met its set targets in mathematics, but not in English. Targets set for the next year are more challenging and realistic in terms of the standards of the year group. Standards are good in literacy and numeracy throughout the school. Pupils with special educational needs progress very well and the standards they reach are partly the result of intensive English work in small groups. More able pupils achieve well through the initiatives taken by the school to extend them to their full potential. Generally, girls achieve better than boys, but not significantly so.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils' attitudes to school and their work are very good and make a significant contribution to their success. |
| Behaviour, in and out of classrooms | Pupils' behaviour is very good. They behave with thought and common sense in lessons. In the playground, pupils play very well, with a good awareness of the needs of others. There have been no exclusions in the last year. |
| Personal development and relationships | Very good. Pupils' personal development is a priority for the school and this shows in their mature and responsible attitudes. Relationships with one another and adults are very good. |
| Attendance | Attendance is in line with the national average and the school's procedures for monitoring attendance are good. Lessons start promptly and efficiently. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Excellent | Very 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.

All teaching seen during the inspection was good or better. Over two-thirds of lessons observed were very good or excellent. This consistently high standard of teaching is an important factor in the good progress that pupils make and is an improvement since the last inspection. Teachers have very good subject knowledge and plan carefully to ensure that the pupils make good progress and that the needs of pupils of all abilities are well catered for. They create a good working environment in their classes, where pupils are stimulated and keen to learn. The good variety of teaching methods they use retains the interest of the pupils. Teachers have high expectations of what the pupils can achieve and challenge pupils to think and to build on what they already know. The skills of literacy and numeracy are well taught. In both, a good variety of activities challenges pupils. Good oral work develops language skills well. This emphasis is particularly beneficial to pupils with special educational needs. Mental arithmetic is well taught, as are investigative and enquiry skills. Teachers make lesson objectives very clear to pupils and refer to them during and at the ends of lessons. Pupils consequently have a clear understanding of what they are doing and why. As a result, they work hard and are eager to achieve well. Teachers manage their pupils well and insist upon high standards of behaviour. Pupils willingly comply, so that time is not wasted and lessons proceed at a brisk pace with good levels of effort being sustained. Very good use is made of support staff.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is very good and well balanced, with good emphasis on the key skills across all subjects. The range of activities offered outside lessons is wide and very good. |
| Provision for pupils with special educational needs | Excellent provision is made for pupils with special educational needs. Their needs are identified early and clear targets for improvement are set for them. The school ensures that these pupils are included in all the school's activities. The needs of the more able are well catered for with extension work. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school makes excellent provision for pupils' personal development through its spiritual, moral, social and cultural development of pupils. Every opportunity is taken to ensure their development and the pupils are becoming thoughtful, caring and responsible young people. |
| How well the school cares for its pupils | Assessment procedures are good and ensure a good match of activities to pupils' levels of attainment. Its results are well used to aid in future planning for individual pupils. The school cares very well for its pupils and offers a high degree of warm pastoral support. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher provides excellent leadership. She has a very clear vision of the way forward for the school and her commitment to raising standards in all areas is shared by everyone in the school. |
| How well the governors fulfil their responsibilities | The governing body works closely with the headteacher and is knowledgeable and enthusiastic in its support of the school's procedures for raising standards in all areas of school life. Management is very good, with a well-organised committee structure. They visit their school frequently and fulfil their role very successfully. |
| The school's evaluation of its performance | The school is very good at evaluating its own strengths and weaknesses and working out procedures for improvement. |
| The strategic use of resources | Very good. Very good planning, delivery and use of learning support assistants ensure a stimulating and high quality of education. Principles of best value for money are applied successfully. High quality resources make a significant contribution to lessons. |

The very good leadership and management overall, together with a strong team approach, are key factors in achieving and maintaining standards in all areas of school life. The very active and supportive 'Friends of the School' makes a considerable contribution to raising standards.

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 and they make good progress. • Their children are well taught. • Their children behave well in school. • The high expectations the school has of their children. • The good leadership and management of the school. • The way in which their children are helped to become mature and responsible. • The good range of activities provided outside lessons. | <ul style="list-style-type: none"> • Parents would like more information about their children's progress. • They would like the school to work more closely with them. • A few would like more consistency in the setting and marking of homework. |

Inspectors support the very positive views of parents. Some parents would like more information on how their children are progressing. Inspectors disagree with parents on this matter, as there are sufficient opportunities for parents to gain information on their children, such as discussions with staff about their children's progress, thorough annual reports, parent questionnaires and a home/school agreement policy. The school also provides opportunities for parents to keep up with new curriculum developments by holding workshops for parents. Inspectors found that homework is appropriately set and makes a significant contribution towards pupils' progress. Marking, however, could sometimes be improved to help understanding. The school is very aware of the need for a close relationship with parents and pursues it as a priority. The headteacher spends much time before and after school making herself accessible to parents. Many parents are involved in activities in the school or with activities outside lessons. Information boards are displayed in the school and parents receive regular newsletters. Inspectors judged that the school's links with parents were very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The range of learning opportunities and the teaching in the Foundation Stage class are excellent.

1. Provision for children in the Foundation Stage is excellent and a strength of the school. This is a significant improvement on standards at the time of the previous inspection. Reception children make very good progress in their learning as a result of this provision. The quality of teaching is excellent and the teaching practitioners work closely together as a most effective team. Children are made to feel secure and happy and they settle well into school routines.
2. The teaching seen was always excellent. The learning expectations of lessons are made clear to the children, explanations are careful and well paced and the teacher makes sure that she involves the children fully in class discussions. The teacher and assistant teacher have a very good knowledge of the Foundation Stage curriculum and good understanding of how each stage of their curriculum moves through to the Early Learning Goals. The classroom is very well organised to allow children to make choices and work independently. Assessment procedures are good. Specific strengths and weaknesses of individual children are detailed in regular evaluations and these are used to help to plan the next stage of work. Although they have only been in school for a short time, the teachers know the children well and are very sensitive to their individual needs.
3. The very good, spacious accommodation is used effectively to enable children to move freely and have access to a wide range of interesting and challenging activities. They are given the opportunity to develop their skills of co-ordination and balance as they use the playground to practise on toys for sitting and riding. Water and sand trays are available for explorative play.
4. The very good links that are maintained with the 'Teddy Club' considerably enhance the children's learning. Staff from the school, parents and playgroups liaise regularly, successfully ensuring that children benefit from shared experiences.
5. The school's assessments indicate that children's attainment on entry to the school is average overall. They make very good progress in the areas of learning for children of this age. Currently, the indications are that, by the time they are ready to start in Year 1, most children will have exceeded the Early Learning Goals of the Foundation Stage in communication, language and literacy, mathematics, personal and social development, creative development, knowledge and understanding of the world and physical development.
6. Children attain very good standards of personal and social development; they are well behaved and polite and have an awareness of simple class rules, which they obey readily. They are developing good listening skills and concentrate well on the tasks they are set. Children are increasingly prepared to take turns and share resources. Their social skills are developed very well by participation in quiet and reflective class periods, where they share ideas and opinions with growing confidence. The focus of teaching helps children to become more independent and self-reliant and is successfully building self-esteem. Children work and play well together, supporting each other and sharing resources. Friendships have already developed and all are happy and secure in their new environment.
7. Children make very good progress in language and literacy. Speaking and listening skills develop well as children are encouraged to participate fully in class discussions through questions that are well tailored to their needs. The teachers effectively promote early reading and writing skills, through activities that are well matched to the children's needs. Children soon learn their initial letter sounds and begin to use this knowledge to read simple words. In writing, children copy adults' writing with enthusiasm. The teaching of these language skills is very good.

8. Children's attainment in mathematics exceeds expectations for children of this age and they progress very well. The children recognise and order numbers up to ten and many can count up to twenty and beyond. The teacher most effectively uses a range of resources and games for the development of understanding of number. She involves all pupils well in mental arithmetic questions and extends their knowledge well through clear explanations of unfamiliar concepts. Expectations are high so that children are constantly challenged and interested enough to contribute eagerly in lessons.
9. Children have good levels of knowledge and understanding of the world about them. They bring their knowledge of their own families and backgrounds to their imaginative play. They develop their awareness of features of the local community and make comparisons between old and new. The teachers prepare interesting and motivating practical activities to promote children's knowledge and understanding of the world about them successfully. For example, teachers have a 'competition' to see whose planted bulb grows faster. The very good teaching children receive ensures that they exceed the expected level in this area by the end of the Foundation Stage.
10. There are very good activities to develop children's confidence and skills by the end of the Foundation Stage. As they move in time to music and sing a variety of simple songs, the children demonstrate great enthusiasm and very good concentration that results in very good progress being made. Frequent opportunities are provided for children to explore colour and a variety of media and they are encouraged to create their own pictures and patterns. They make their own choices of colour and understand well that mixing two colours together can produce another colour. Again, the very good teaching enables children to exceed the levels expected of them by the end of the Foundation Stage.
11. The teacher makes the best possible use of the facilities available and plans physical activities effectively to ensure that children make good progress. Children are encouraged to evaluate their performance and the teacher's praise and encouragement results in positive improvement. They move freely, expressing themselves imaginatively in response to music. Children's fine motor skills are well developed for their age and they use and manipulate resources, such as pencils, with increasing dexterity, so that they achieve above the expected level for their age.

Teaching is very good overall throughout the school and teachers have high expectations of pupils, so that pupils learn well.

12. During the inspection, Foundation Stage teaching was excellent and teaching throughout the rest of the school always good or better. This uniformly high quality of teaching greatly benefits the pupils and contributes to their high levels of achievement. There has been a significant improvement since the previous inspection. The present good quality of teaching is a tribute to the hard work of the headteacher in putting in place procedures to share good practise and support and encourage new teachers and the willingness of teachers to be involved in striving to raise standards.
13. Teachers' knowledge and understanding of the subjects they teach is very good. In a very good Years 1 and 2 literacy class, the teacher kept pupils deeply absorbed in writing clear instructions for the preparation of a delicious bowl of ice cream, allowing the pupils to demonstrate the actions and ensuring a high level of understanding. Explanations are made clearly and teachers ensure that all pupils know what is expected of them and what they will learn. In a Years 5 and 6 mathematics lesson, the teacher's very clear instructions enabled all pupils to make good progress whilst dealing with complex addition activities.
14. Planning is used very effectively, so that teachers and pupils are aware of a lesson's intentions. Teachers are well organised, knowing what each group of pupils is expected to cover and how this will be achieved. This clarity of planning aids teachers' confidence in teaching subjects that are not their specialisms and ensures a clear acquisition of skills as pupils progress through the school. Well structured lesson plans also aid the high quality

classroom learning assistants to support pupils well. Literacy is particularly well planned. There is a very good match between tasks set for the abilities of different groups of pupils. In a Years 3 and 4 science lesson aimed at discovering the properties of materials in preserving heat, for example, the level of task was very carefully matched to pupils' abilities, with good extension tasks for the most able.

15. Questioning is used particularly skilfully to challenge pupils to think through problems and understand difficult ideas. Teachers plan their questions at the right level for each pupil, with their individual abilities in mind. Teachers use of supplementary questions to move pupils' thinking forward is good, as is the way they ensure that all pupils are involved in a lesson. In an excellent Reception class lesson, where pupils were working with simple addition and subtraction, the teacher used questions with expertise to encourage pupils to offer contributions to stimulate their own and each other's ideas.
16. Most teachers manage their pupils effortlessly, with good humour and efficiency, so creating an orderly environment in which pupils can learn well.
17. The quality of teachers' assessment of their pupils' learning is good and helps them to plan for improving pupils' progress. Generally, marking of pupils' written work gives them a clear understanding of what pupils have achieved. In some marking, especially in Year 6, teachers ask for more from their pupils and this is acted upon by the pupil and followed up by the teacher.
18. Teachers use time wisely and well. The pace of lessons is usually brisk, activities are varied so that pupils remain engaged with their work and an appropriate proportion of time is allocated to whole-class work and to group or individual work. Teachers make very good use of the very good support staff, so that team teaching is frequent and adds considerably to pupils' progress.
19. Expectations of pupils' standards, level of effort and behaviour are very high. Pupils know what is expected of them, rules are clear and reward and praise are freely given. Teachers enjoy lessons and share their enthusiasm with pupils, so that strong relationships are built up and pupils gain in confidence. They challenge pupils to extend their thinking and learn to formulate their own ideas. Teachers' celebration of pupils' success encourages and motivates pupils, making learning an easy and enjoyable experience and spurring them on to even greater effort.

The school's provision for and social integration of pupils with special educational needs are excellent.

20. The provision for pupils with special educational needs is excellent. Clear procedures are in place and the school closely follows the Code of Practice on the early identification and assessment of pupils. Individual education plans are provided for pupils on the school's special needs register and these are of very good quality, with clear and most appropriate targets set for pupils. These targets are effectively reviewed each term. Great care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils are fully involved in all appropriate activities, especially those who have physical difficulties.
21. The teaching provided for pupils with special educational needs is at least very good. The teachers and learning support assistants have a clear understanding of the needs of the pupils, they work closely together and arrange a most suitable range of activities and work for them. Positive relationships are established and help and support are constantly provided. Pupils with special educational needs make very good progress in relation to the targets set for them, as well as very good progress overall.

22. The management of pupils with special educational needs is very good. The co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs carries out her responsibilities most effectively and efficiently.
23. The school's care for pupils with special educational needs, both academic and physical, is excellent. Every opportunity is taken to ensure that they are fully integrated into all activities, they learn to be independent workers and that support and help is always available for them. In this way, pupils are given self-esteem and a warm, supportive environment in which to learn and play.

The attitudes and behaviour of pupils are very good and their personal development, spiritually, morally, socially and culturally, is excellent.

24. Pupils are enthusiastic about their school and keen to learn. They learn at an early age to work well without direct supervision, in groups or independently. They enjoy participating in lessons and are very ready to answer questions and offer ideas. They know that their contributions will be valued and this encourages them to play an active part in lessons. Even the youngest pupils are able to concentrate well for long periods of time, because they are interested in the work they are given. Little time is wasted on discipline in lessons and pupils rarely need reminding about how to behave
25. In classrooms and around the school, behaviour is very good. Pupils move around the school quickly and quietly, with good consideration for others. They play well together in the playground and older pupils behave thoughtfully and kindly towards younger ones. A crying younger child was seen being helped to the first aid area by solicitous older pupils.
26. Pupils' attitudes to their school and the tasks they are given are very positive. Teachers have high expectations of pupils and this ensures that they are enthusiastic to learn. In a Reception class lesson, when the teacher opened a 'treasure box' a shiny spoon was produced, in which children could see their own reflections. Their intense interest and desire to know more about this phenomenon helped their learning and understanding in science. They are proud of the responsibilities given to them by their teachers, such as helping younger pupils to read, and are involved in setting their own codes of conduct in the classrooms. In some lessons the behaviour is impeccable. Pupils appreciate the environment created for them by the school and respond well to the good humour and care shown to them by the teachers. A Year 5 pupil could not think of any improvements that could be made by the school other than less vegetables with lunch.
27. Adults are very good role models for the pupils to follow. A high degree of mutual trust and respect, together with high expectations, is evident. Standards of behaviour and tolerance are promoted by the successful implementation of the behaviour policy. Personal, social, health and citizenship education is well integrated into the curriculum and assemblies.
28. Close links with the Church of England, as well as learning about other faiths, promotes the pupils' spiritual awareness. They are given many opportunities to reflect and wonder. Teachers constantly use art, music, literature and science to help pupils to see the wonders of life. The magic of Christmas was evident throughout the school during the inspection in the rehearsals of activity scenes and a Christmas present sledge. When a local vicar came into the school to conduct a wedding with Years 1 and 2, as part of the religious education scheme of work, there was not only great excitement but also a sense of respect. The children dressed and behaved appropriately for the occasion, threw confetti they had made themselves and the bride tossed her bouquet, which was caught with delight by one of the boys. However, the pleasure experienced by the pupils did not detract from the serious message of commitment. The celebrations of other religions, too, are understood and respected.

29. The pupils know right from wrong. They are taught to care for each other and respect the school and other people's property. Through the behaviour policy every pupil is aware of what is acceptable and unacceptable behaviour. Racism or taunting of those who are from a different background is not tolerated by the school. Irrespective of social background, every pupil is fully integrated into the life of the school.
30. Provision for pupils' social development begins with the 'Teddy Club' available to parents and toddlers. Using the bright and stimulating area of the Reception class, very young children get regular introductions to school life. Activities include painting or playing with the toys. This carefully planned facility for young children gives them a confident start to their school life. The staff, as well as the many parents who help in school, enjoy a very good and close working relationship. As a result, the children feel safe and secure. They care for each other and relate well to adults. The pupils are polite and keen to engage in conversation, but they are not intrusive. A thriving after-school club helps pupils to play well together and know each other better.
31. Pupils develop a thorough appreciation of their own culture within the curriculum or through visits to local places of interest. Music, art, drama and dance are encouraged and many opportunities are made for both performance and musical and theatrical experiences. French lessons are available, as well as individual music tuition. As a result, pupils are provided with ample opportunities to develop wider interests. A wide range of extra-curricular activities, such as football or netball, art and craft are available to the pupils. They make good use of the information and communication technology in school to extend their skills of research using the Internet. Although the school is not in a multicultural area, it goes to great lengths to ensure that pupils acquire a knowledge of other cultures through religious education, art and music.

The school's curriculum, its planning for coverage of the National Curriculum and its provision of extra-curricular activities are very good.

32. The school has given very good priority to literacy and numeracy, but has also managed to retain a broad curriculum, covering the whole of the National Curriculum. In addition, all pupils, have the opportunity to learn French, helping both their language skills and cultural understanding.
33. The school ensures very good implementation of its equality of opportunity policy. Pupils of all gender, ability and background are fully integrated into the school's activities and those with special educational needs are extremely well supported and included in all areas of school life.
34. The school plans well for coverage of the National Curriculum using the National Numeracy and Literacy Strategies and the national schemes of work available for other subjects in the curriculum. Medium and short-term plans are detailed, evaluated for their success and tailored to the needs of all abilities. Weekly planning is full, with skilfully graded work to match the needs of all pupils. There are numerous good examples in teachers' planning of many areas of the curriculum being included in one lesson. For example, in a Years 5 and 6 history lesson, pupils were recalling what they had learned about past life in their own village from the visit of a local historian and assessing the effects of the industrial revolution on the village. This added significantly both to their historical, geographical and scientific understanding as well as extending their vocabulary and enabling them to focus on thinking out reasons for change for themselves.
35. Evidence from around the school gives an indication of the very good range of opportunities offered to pupils. For example, there are opportunities for pupils to engage in netball, football, gymnastics, drama, art, dance, computers, French, music tuition, recorders and a Christian club. Pupils are encouraged to make the most of these activities, most of which take place in the successful After-School Club.

The leadership and management of the headteacher is excellent.

36. The headteacher has been in post for four terms. She has great clarity of vision of the school's future, a determination that standards in all areas shall be as high as possible and the ability to establish very good relationships with the staff. As a result of this excellent leadership, the whole school is committed to improvement, is harmonious and provides a very caring and supportive environment for pupils. The headteacher also ensures that it is an exciting environment, where new initiatives, such as Investors in People status, have been achieved and where many activities outside lessons are encouraged in sport and the arts.
37. The staff work very well together in advancing the everyday life of the school, planning for future development and determining immediate and long-term priorities. Teachers work very well with very good support staff and offer each other and new teachers much help, support and encouragement. The happy, warm and thriving ethos of the school is a direct result of the strength of the commitment of the headteacher and her staff.

The partnership between the school and parents is very good.

38. This school has the overwhelming support of the parents. This is confirmed through the questionnaire to parents, the parents' evening and discussions during the inspection. Staff are readily accessible before and after school and this enables parents to have a 'quick chat' over a concern. For example, in a Years 1 and 2 class, a parent was able to explain why homework hadn't been quite finished. There is a good variety of information available, such as newsletters and posters. There is a homework board with leaflets and information. Workshops are held to help parents to update their knowledge on curriculum topics.
39. An enthusiastic parents' group hold regular fundraising events to provide the school with valuable resources; for example, an abacus set for every class to help with numeracy. Their input helps to improve the quality of education.
40. Parents help willingly in and around school, either as voluntary helpers or learning support assistants. They have noticed clear indications that their input helps to raise standards, especially those of lower ability pupils, through the targeted support they are able to provide. Most parents ensure that homework is completed and the records are written to confirm compliance. Noticeable improvements in reading and spelling result from this.

WHAT COULD BE IMPROVED

Raising standards further in mathematics and science for pupils aged 7 to 11 years.

41. The marking of pupils' written work in mathematics and science is regular and appropriate. It does not, however, always inform individual pupils of ways in which they could practise and improve by giving them specific targets for future development.
42. The use of problem solving is not always used as frequently as it might be in mathematics or science. Teachers make pupils very aware of the objectives of lessons and ensure that pupils have thoroughly understood what they have learned. Sometimes, however, teachers do not translate this learning into practical problem-solving activities, so that pupils see its relevance in everyday life. Equally, pupils are sometimes given too much instruction during investigative science, rather than being stretched to think and make deductions for themselves.
43. In general, literacy is well taught throughout the school, but its use in specific subject vocabulary is underdeveloped in mathematics. Inspectors found that there was insufficient use being made of mathematical language and technical terms in lessons. This lack of focus on promoting literacy in mathematics resulted in pupils not always being clear about what they were learning and how it linked with other concepts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to continue to raise the high standards being achieved in school, the governors, headteacher and staff should:

- (1) further raise standards in mathematics and science for pupils from 7 to 11 years in particular, by:
- improving the marking of pupils' written work in order to provide pupils with specific targets for future development;
 - the provision of more problem-solving work in mathematics and science;
 - the more effective use of technical language to help pupils to understand more clearly what they are learning.

(paragraphs 41, 42, 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 14 |
| Number of discussions with staff, governors, other adults and pupils | 16 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 17 | 50 | 33 | 0 | 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

| | Nursery | YR– Y6 |
|---|---------|--------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0 | 89 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 11 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR– Y6 |
|---|---------|--------|
| Number of pupils with statements of special educational needs | 0 | 3 |
| Number of pupils on the school's special educational needs register | 0 | 22 |

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 | 13 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.4 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| 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 |
|--|------|------|-------|-------|
| | 2001 | 5 | 8 | 13 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 3 | 4 | 5 |
| | Girls | 8 | 8 | 6 |
| | Total | 11 | 12 | 11 |
| Percentage of pupils at NC level 2 or above | School | 85 (92) | 92 (92) | 85 (100) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 4 | 4 | 5 |
| | Girls | 8 | 6 | 7 |
| | Total | 12 | 10 | 12 |
| Percentage of pupils at NC level 2 or above | School | 92 (92) | 77 (100) | 92 (100) |
| | 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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 2 | 1 | 3 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 0 | 0 | 0 |
| | Girls | 1 | 1 | 1 |
| | Total | 1 | 1 | 1 |
| Percentage of pupils at NC level 4 or above | School | 33 (100) | 33 (100) | 33 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 0 | 0 | 1 |
| | Girls | 1 | 1 | 1 |
| | Total | 1 | 1 | 2 |
| Percentage of pupils at NC level 4 or above | School | 33 (100) | 33 (100) | 67 (100) |
| | 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 | 0 |
| 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) | 4.7 |
| Number of pupils per qualified teacher | 17.7 |
| Average class size | 20.75 |

Education support staff: YR– Y6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 83 |

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 | 252,533 |
| Total expenditure | 242,703 |
| Expenditure per pupil | 2,996 |
| Balance brought forward from previous year | 19,711 |
| Balance carried forward to next year | 29,541 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|---------------------------------------|----|
| Number of questionnaires sent out | 83 |
| Percentage 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 | 33 | 4 | 0 | 0 |
| My child is making good progress in school. | 65 | 32 | 4 | 0 | 0 |
| Behaviour in the school is good. | 47 | 48 | 1 | 0 | 4 |
| My child gets the right amount of work to do at home. | 37 | 47 | 9 | 5 | 3 |
| The teaching is good. | 61 | 33 | 4 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 43 | 41 | 15 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 28 | 8 | 0 | 3 |
| The school expects my child to work hard and achieve his or her best. | 65 | 30 | 0 | 0 | 5 |
| The school works closely with parents. | 49 | 32 | 13 | 5 | 1 |
| The school is well led and managed. | 61 | 27 | 4 | 5 | 4 |
| The school is helping my child become mature and responsible. | 54 | 39 | 1 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 72 | 28 | 0 | 0 | 0 |