

## INSPECTION REPORT

### **INSTOW PRIMARY SCHOOL**

Instow, Bideford

LEA area: Devon

Unique reference number: 113156

Headteacher: Mr P Kent

Reporting inspector: Mrs H Bonser  
22870

Dates of inspection: May 22<sup>nd</sup> – 24<sup>th</sup> 2000

Inspection number: 197156

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Instow Bideford North Devon
Postcode:	EX39 4LU
Telephone number:	01271 860545
Fax number:	01271 860545
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr D Hudson
Date of previous inspection:	June 17 <sup>th</sup> – 20 <sup>th</sup> 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Hilary Bonser	Registered inspector
Mary Bebo	Lay inspector
Alison Pangbourne	Team inspector

The inspection contractor was:

QAA Education Consultants Ltd

Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Instow Community Primary School draws most of its pupils from the village in which it is situated and from two neighbouring villages. It is smaller than average in size, with 138 boys and girls from 4 to 11 years of age. Pupils' attainments on entry to the school vary from year to year but are broadly average overall. There are 29 pupils with special educational needs, which is similar to the national average. Some pupils come from comparatively advantaged economic backgrounds and fewer than average are eligible for free school meals. There are very few pupils who speak English as their second language or come from ethnic minorities.

### **HOW GOOD THE SCHOOL IS**

Instow Primary School is an effective school with many very good features. Pupils reach high standards and achieve well by the time they leave the school, especially in English and mathematics, because the quality of teaching is good. Pupils behave very well and they are very interested in their work. The headteacher, governors and staff work together very well to improve standards. The school provides good value for money.

#### **What the school does well**

- Standards are high in English and mathematics and pupils of all abilities make good progress because teachers give them challenging work that is well matched to their particular needs.
- The school promotes very good relationships and provides an exciting curriculum, successfully encouraging pupils to behave very well, to care about each other and to work hard.
- The headteacher, governors and staff work together very effectively as a team to improve standards in all aspects of school life.
- Pupils throughout the school do better than expected for their ages in art and music as a result of good teaching and a good range of additional opportunities to extend their skills.

#### **What could be improved**

- Standards in information technology are below national expectations by the end of both key stages, because pupils do not have enough opportunities to develop their skills fully.
- The cramped accommodation leads to weaknesses in the provision for children under the age of five and restricts the provision for information technology and physical education.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1996. It has made good progress in successfully tackling most of the issues noted then. The good developments in curricular planning, assessment and monitoring have contributed towards substantial improvements in the quality of teaching. As a result, standards in English and mathematics have improved significantly by the end of Key Stage 1 and have continued to rise overall in line with national trends by the end of Key Stage 2. The quality of leadership and management, as well as pupils' behaviour and attitudes to work have all improved further. However, in spite of the strenuous and constant efforts of the headteacher and governors, little headway has yet been made in resolving the major shortcomings in the premises and accommodation, which were pointed out in the previous report. Nevertheless, there is a strong determination in the school to continue to raise standards and the quality of teaching and learning, which is backed by effective action and good team-work.

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

The information shows that the performance of pupils in 1999, compared to all schools nationally, was well above average in English and mathematics and above average in science. Compared to similar schools, performance was well above average in mathematics, above average in English and average in science. National Curriculum test results in 1999 for the end of Key Stage 1 were well above average in reading, writing and mathematics and met the expected levels in science. These results have improved steadily from below average over the last four years. Results by the end of Key Stage 2 over this time have improved at broadly the same rate as those nationally. The relatively small and differing sizes of each year group mean that too much significance should not be placed on fluctuations in results in some years. The school has set appropriate targets for the current year and is on course to meet them.

The work seen by the inspection team by the end of Key Stage 2 is of a similar standard to that shown by the test results. By the end of Key Stage 1, it is above the expected levels in reading, writing, mathematics and in the aspects of life processes and living things in science. Pupils also do better than expected for their ages in art and music. Standards in science overall are not quite as high as they are in English and mathematics, because development has been focused on the introduction of the Literacy and Numeracy Strategies over the last two years. Pupils do not meet the expected standards in information technology at the ages of seven and eleven.

Pupils achieve well. Standards on entry to the school are broadly average and they have risen to above average overall by the time the pupils leave the school at the age of eleven. Pupils with special educational needs make good progress, with many of them reaching the standards expected nationally. Pupils of all abilities are given appropriately challenging work, which helps them to make good progress, except in information technology, and to achieve their best.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school, both in lessons and at play. No exclusions.
Personal development and relationships	Very good; pupils use their initiative and act responsibly. They get on extremely well together and with all the adults in school.
Attendance	Good; above the national average.

The way in which pupils work together and respect each other is a particular strength of the school. The attitudes and approach of the pupils were very good or outstanding in two-thirds of the lessons

seen throughout the school and good in the rest of them.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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 seen during the inspection was good or better in 90 per cent of lessons and never less than satisfactory. It was very good in 20 per cent of them and outstanding in 10 per cent. This is a significant improvement from the previous inspection. English is well taught across the school, with examples of very good teaching in both key stages and some for pupils in Years 5 and 6 that was outstanding. Mathematics is consistently well taught in all classes. Literacy and numeracy skills are very well taught overall and this contributes to the good achievements in pupils' learning in these areas. Examples of very good and outstanding teaching were also seen in science. In well-taught lessons throughout the school, teachers have high expectations of what they expect pupils to learn. They ensure lessons are interesting and stretch pupils of all abilities with skilful questioning and work that is well matched to their particular needs. In information technology, where learning is less successful, there is not enough direct teaching and teachers do not provide enough opportunities for pupils to practise and extend their skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; satisfactory for children under five years of age. Excellent use of the local environment and resources in the community to enrich the curriculum.
Provision for pupils with special educational needs	Very good; pupils have clear achievable targets and are very well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; contributes significantly to pupils' very positive attitudes to work and their responsible behaviour.
How well the school cares for its pupils	Very well; a strong emphasis on promoting pupils' self esteem contributes very well to their personal development.

All staff know pupils very well and use this effectively to provide very good pastoral and academic support. Opportunities for children under the age of five for independent play, both inside and outdoors, are limited by cramped accommodation. Although statutory requirements are met, some opportunities for physical education and information technology are restricted by the nature of the school site.

## HOW WELL THE SCHOOL IS LED AND MANAGED



<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher, supported well by the acting deputy head.
How well the governors fulfil their responsibilities	Very well; the governors take an active and very effective part in the management of the school.
The school's evaluation of its performance	Good; strengths and weaknesses are analysed carefully and effective action is taken.
The strategic use of resources	Available money is used well to support priorities on the school development plan.

A particular strength of the school is the very effective team-work between the headteacher, staff and governors and the shared commitment to continue to move the school forward. Co-ordinators have not yet had regular opportunities to monitor teaching but this is now planned for. The school applies the principles of best value to purchases well and evaluates spending very carefully.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The children are well behaved – the school helps them to become mature and responsible.</li> <li>• Their children enjoy school.</li> <li>• The school is well led and managed.</li> <li>• Their children are well taught.</li> <li>• Their children are expected to work hard and make good progress.</li> <li>• The school is approachable and responsive to their views and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• More structured opportunities to discuss their children's progress.</li> <li>• The range of extra-curricular opportunities.</li> </ul>

The inspection team fully supports the very positive views parents have of the school. With regard to their concerns, they found that teachers are willing to make individual appointments to see parents at any time of year. However, formal opportunities to discuss their child's progress are limited to near the beginning of the school year and at the end of it, when written reports are also received. The school is now reviewing these arrangements. Evidence shows that there is a satisfactory range of after school clubs, which concentrate on sporting and musical activities. However, these form only part of a rich range of extra-curricular opportunities that includes frequent visitors, day and residential visits, fieldwork and participation by pupils in a wide variety of local and community events.

## **PART B: COMMENTARY**

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

**Standards are high in English and mathematics and pupils of all abilities make good progress because teachers give them challenging work that is well matched to their particular needs.**

1. In the 1999 national tests, results are well above the national average by the end of both key stages. Similar standards are evident from current work and lessons seen during the inspection. Pupils of all abilities achieve well. This is clear not only from lessons, but in the good progress made by individual pupils from the time they start school and when comparing their results at the end of Key Stages 1 and 2 in the national tests. There are several reasons for this. Teachers have realistically high expectations of what pupils can achieve, based on careful assessments of their progress. They use the very good knowledge they have of their pupils to match challenging and skilful questions and activities to their individual needs. This is very effective in helping pupils to consolidate and extend their learning. Very good examples of this were seen all classes.
2. Pupils in need of additional support are identified at an early stage and the special educational needs co-ordinator, class teachers and classroom assistants work very closely together to help these pupils to do well, through very effective support in class and, where appropriate, through individual teaching. An example of this is the good progress made by a number of pupils as the result of the effective reading recovery programme. In one such session, the teacher used her considerable knowledge of the closely monitored programme to help the pupil apply well-taught strategies to work out unfamiliar words and to improve his fluency. Her very encouraging approach, with well-deserved comments such as "You had to work hard with that, but you did it, well done!" helped the pupil to grow visibly in confidence. The effectiveness of the support for pupils with special educational needs is reflected in the number of them who reach the expected levels in English and mathematics.
3. In English, pupils achieve equally well in reading and writing. One reason for this is the skilful use that teachers make of a wide range of literature to help pupils improve their own written work. An outstanding lesson for older pupils based on 'The Midnight Fox' illustrated this well. The teacher used excellent questioning to continually challenge and extend pupils' understanding of the text. For example, 'What shows us how Tom looked at the Fox? Why does that style of writing suit the description of the Fox - no, not the words - look at the punctuation!' This elicited very good responses about the impact of the punctuation from pupils of differing abilities. One more able pupil suggested, 'It's like the fox walking, pausing, looking around and walking again.' A less able pupil was able to offer, 'He creeps slowly and sometimes stops.' The teacher had equally high expectations of the quality of the letters the pupils then wrote - 'It must be rooted in the text'. As they worked, the teacher discussed with individuals and the class how they could further improve their work. 'Think about how you are going to move from the first to the second paragraph. --- Listen to how N--- has linked them.' The teacher used excellent subject knowledge in skilful questioning to constantly move pupils forward. As a result, all pupils produced work of a high standard, in relation to their differing abilities. In a very good range of writing, both on display and in class books, the oldest pupils showed a well-developed sense of style and form. They varied sentence length, structure and vocabulary well; for example, when writing a scene using the style and characters of 'The Secret Garden.'
4. Teachers in Key Stage 1 also make very good use of skilful, challenging questions, which are carefully matched to individual pupils to help them make good progress. In a demanding lesson on antonyms and synonyms, Year 2 pupils could give examples of compound words and suggested interesting alternatives for 'gleaming', such as 'glittering' and 'sparkling'. The written work that followed was carefully matched to challenge the different ability groups. More able children were able to suggest synonyms such as 'drenched' for 'wet' and 'sealed' for 'unopened' and made spontaneous use of dictionaries to check spelling. The teacher also used very effective questioning to help less able pupils apply their phonics skills to read words or to work out how to spell them.

5. In the teaching of mathematics, teachers make the objectives of the lesson very clear. They plan and organise the classrooms and group work very well giving good attention to both the age and ability of pupils, so that work is particularly well matched. Again, they use their very good knowledge of each pupil's stage of learning to match their level of questioning to their individual needs. This is a strong feature in helping pupils of all abilities to make good progress. A very good example of this was seen in a mental mathematics session on doubling, for reception and Year 1 children. In a Year 2 lesson on subtraction, pupils were able to suggest 'decrease', 'difference', and 'minus' as meanings of subtract. The teacher challenged pupils further - 'What have we forgotten?' – to elicit 'more' and 'less' from them. These lessons also showed how well teachers deploy their classroom assistants to work in a very focused way with particular groups of children. They plan, discuss and monitor the results of pupils' work together. This too makes a very effective contribution to the way that pupils of different abilities are supported.
6. Teachers are good at encouraging children to think for themselves. For example, in a lesson for Years 4 and 5 pupils, they had to use their initiative to decide how to divide a piece of paper into six equal parts. As soon as the teacher ascertained that all had found a solution, she challenged and encouraged them to build on this by trying to divide the paper into 12. Older pupils, in particular, are given a good variety of investigational activities to help them to develop and apply their mathematical thinking in differing situations.
7. Mental mathematics sessions throughout the school are characterised by brisk questioning that is well-matched to each pupil's level of understanding. Even the youngest pupils are expected to explain how they work out their answers. Questions such as 'Is there another way of working it out?' and 'What is the question really asking you?' help to keep pupils on their toes and to develop a good range of mental strategies. In a lesson on time, Year 6 pupils showed good levels of mental agility and used all four number operations competently to solve a variety of time problems.

**The school promotes very good relationships and provides an exciting curriculum, successfully encouraging pupils to behave very well, to care about each other and to work hard.**

8. Pupils of all ages are very well behaved and have very good attitudes to their learning. Throughout the school pupils work very well together and concentrate on the task in hand. Numerous examples were seen of pupils giving spontaneous help to each other in lessons and in sharing resources very well indeed. For example, when a very interesting-looking torch was given to each group in a Year 3 science lesson, there was absolutely no sign of disagreement over who should use it first. Pupils get on together equally well at play times and with all of the adults who work in the school. They are helpful and friendly towards visitors, willingly engaging in conversation and, for example, spontaneously opening gates and doors for those struggling with heavy bags! The school achieves this through its positive atmosphere and its very good provision for pupils' personal, spiritual, moral, social and cultural development. Pupils are also given stimulating work that interests and motivates them.
9. The relationships between the adults in the school provide pupils with outstanding role models. All teachers manage pupils in a very consistent and positive way. There are clear rules for what is acceptable and unacceptable behaviour, which pupils know and respond to well. These are underpinned by a strong commitment to building pupils' self-esteem through appropriate praise and encouragement. This is clearly evident in lessons in the way that teachers value all pupils and their ideas and contributions. It is reflected in the respect that pupils show for each other. A very good example of this was seen in a Years 4 and 5 mathematics lesson, when more able pupils responded with great sensitivity to a request to help those who were finding the work more difficult.
10. All pupils meet together on a weekly basis in family groups to share and discuss ideas and concerns. Paired reading between older and younger pupils takes place regularly and there is a 'buddy' system for new pupils. There is an active school council and a system of playground leaders, where older pupils assist with and regulate playground activities. Such opportunities contribute to the very good way in which pupils of all ages mix together and show genuine care

and concern for each other. They also provide some of the many chances for pupils to take responsibility and to use their initiative. Pupils respond very well to these because they know that their suggestions and concerns will be taken seriously and that they themselves can contribute to shaping aspects of school life. This helps them to become mature and responsible. It also helps to engender the remarkable degree of self-discipline shown by pupils.

11. Pupils have very positive attitudes towards their learning. They are highly motivated and show great interest in what they are doing, taking pride in the quality and presentation of their work. They expect to have to work hard and they do. This is partly because all teachers constantly convey high expectations of both work and behaviour, which are underpinned by very good strategies for managing and organising the pupils. It is also because teachers themselves are interested and enthusiastic about what they teach. They are very good at ensuring that the work given to pupils is interesting and set in a relevant context. An outstanding example of this was seen in a science lesson for the oldest pupils. The teacher used pupils' own local knowledge and their recent experiences of fieldwork and a residential visit to set the lesson about the life cycle of salmon in the context of the Rivers Taw and Torridge. Coupled with the teacher's own expertise and communication skills, it made a fascinating lesson that held pupils of all abilities in rapt attention and led to high quality learning.
12. This lesson exemplified the excellent use of the local environment and resources within the community to provide a wide range of visits and visitors that enrich the curriculum and provide stimulating and interesting activities which motivate pupils to work hard. Another reason for this is the way in which teachers encourage pupils to think for themselves and skilfully incorporate into lessons opportunities for pupils to use their initiative. One result of this is the degree of individuality with which older pupils, in particular, tackle and present their work. All of these strengths make a strong contribution to the very positive ethos of the school, the high standards reached and the good achievements of pupils of all abilities.

**The headteacher, governors and staff work together very effectively as a team to improve standards in all aspects of school life.**

13. The headteacher has a very clear vision and sense of direction for the school focused on high standards, high expectations and a rich curriculum to enable all pupils to achieve their best. One of the reasons for the very good team-work is the way in which he has shared this very effectively with governors and staff, providing a strong sense of common purpose and securing the commitment of all to continuous improvement. He achieves this partly by ensuring that all staff and governors are fully informed, consulted and involved in decision making.
14. One example of this is the way in which all staff are closely involved in agreeing the priorities in the school development plan, and taking responsibility for them. This, together with a very well planned programme of staff development, results in effective improvements, such as those made in curricular planning and assessment since the last inspection. These have contributed considerably to the rising standards. The close co-operation and sense of shared responsibility among the staff also leads to a remarkably consistent approach to the way pupils are managed and to all aspects of teaching and learning across the school. This has a very significant impact on the good progress pupils make.
15. Another way in which the headteacher contributes to the effectiveness of the team-work is through the outstanding example he sets of enthusiasm and commitment to the school, as well as by the very good quality of his teaching in the classroom. This has a positive impact on the high standards reached. He creates a climate of trust in which all feel valued, and this contributes to the evident high morale among the team. The strength of the team-work and its impact on pupils' progress is clearly seen in the way that two temporary class teachers have been quickly and fully integrated into the school this year. They contribute fully to all aspects of school life and have been helped to provide particularly good continuity of teaching and learning for the pupils in their care. It was significant that no parents expressed to the inspection team any concerns regarding their children's progress in relation to this situation.
16. The governors are very supportive of the school and play very active part in its management.

They contribute very effectively to policy and decision-making through the committees and full meetings, fulfilling their role as 'critical friends' very well. Reasons for this include the positive developments in their monitoring procedures, which help to inform their good understanding of the strengths and weaknesses of the school, and their judicious use of the target setting process, which helps to keep a very clear focus on school improvement.

**Pupils throughout the school do better than expected for their ages in art and music as a result of very good teaching and a good range of additional opportunities to extend their skills.**

17. Attractive displays of high quality art work immediately catch the eye throughout the school. Some show the variety of work that the school has exhibited in local art galleries and venues such as Exeter Cathedral, including striking three-dimensional sculptures of a shark and a jellyfish. The work shows a particular strength in combining different media, particularly fabric. Good examples of this are the quilted wall hangings showing the local area and the millennium banner, a photograph of which was used to publicise an exhibition by local schools. The way in which pupils are helped to develop these skills was seen in well taught art lessons for the youngest and oldest pupils in the school as well as in the displays in each classroom.
18. During the inspection, Years 5 and 6 pupils painted miniatures of themselves in Tudor costumes, and experimented with making and using tempera for the first time. Their teacher showed good subject knowledge in explaining how paint was used in Tudor times and in skilful questioning which, for example, enabled pupils to learn the need for yellow in skin tones. Pupils based their work on very high quality pencil self portraits done previously. They built effectively on their previous learning to reproduce their own face shapes and made good gains in understanding how to use a new medium, producing work of high quality. In the reception class, the teacher asked challenging questions to direct pupils' attention to the different colours in a number of well-chosen seaside pictures and to stimulate their interest. She effectively maintained this focus on colour, as pupils used their initiative in making good choices from an interesting range of materials, to begin to make a seaside collage. As well as the good teaching they receive in class, pupils have regular opportunities to work with local artists and craftsmen and to participate in Community Arts' Projects. This not only captures their interest, but also extends their skills and raises their own expectations of what they can achieve. All of these factors contribute to the high quality of art in the school.
19. Music is also a strength of the school. In a well-taught Year 2 recorder lesson, pupils were confidently reading and playing a simple line of music, and showing a good awareness of each other as they played. The teacher used very good brisk questioning to check their understanding and her positive approach meant that all pupils were confident to have a go at new skills. She made progressive demands on them in teaching new notes and commented constructively on their efforts to help them improve. Pupils in Years 4 and 5 showed considerable skills in clapping and maintaining their part in a complicated three-part rhythm, which they had just learnt as part of a music lesson. Good quality singing was a feature of school assemblies. There is a good range of extra-curricular opportunities for pupils to build on what they learn in class. Many pupils take advantage of opportunities for individual tuition on string and woodwind instruments. They are able to practise and extend their skills very successfully in the school band which, together with the school choir, performs regularly in events such as the North Devon schools proms, school concerts, Christmas productions and a Victorian music evening. The school is fortunate in having two very proficient musicians on the staff. Their teaching skills were reflected in the very high standards of the choir rehearsal heard during the inspection. The high quality two-part singing was accompanied by a wonderful display of African drumming by some of the pupils.

## WHAT COULD BE IMPROVED

**Standards in information technology are below national expectations by the end of both key stages, because pupils do not have enough opportunities to develop their skills fully.**

20. Although there have been significant improvements since the previous inspection, standards in information technology are below national expectations. The curriculum now covers all the required strands in the programme of study but there are insufficient opportunities for all pupils to consolidate and develop their skills systematically. This is partly due to the constraints of the building. The four temporary classrooms present difficulties in cabling for networked computers and internet access. The small size of classrooms limits the number of computers available for pupils' immediate use. Nevertheless, during the period of the inspection, teachers did not make full use of the existing computers for pupils to practise their skills or to take full advantage of opportunities for this in other subjects. The amount of direct class teaching is also limited.
21. Since her appointment two years ago, the co-ordinator has worked hard to put an appropriate scheme of work in place. She has established some good practice in her own class, which she is sharing effectively with Key Stage 1 in particular. In the one example of class teaching seen, the co-ordinator's own enthusiasm motivated pupils well and engaged their interest. They were keen to demonstrate what they had learned last week about changing font size and colour and to suggest different ways of deleting and inserting text to correct and improve their work from an earlier literacy lesson. Word processing skills up to Year 3 are now broadly in line with expectations and pupils are beginning to acquire the necessary basic skills in data handling, control and modelling. This enables the younger pupils to build appropriately on these skills as they move through the school. Pupils in Year 4 use e-mail to communicate with their teacher who is on secondment in Nepal. Older pupils have learned to access information from the Internet, with the help of a knowledgeable volunteer helper. The school is aware of shortcomings in the subject and has planned development and obtained funding for its continuing improvement. An important element of this is an extensive programme of training for all staff, starting in September.

**The cramped accommodation leads to weaknesses in the provision for pupils under the age of five and restricts the provision for information technology and physical education.**

22. Children under the age of five are accommodated in a classroom with older reception children and some Year 1 pupils. Its small size limits their opportunities for independent play and for practical activities, such as sand and water play. The nature of the school site means that they do not have their own fenced area for outdoor play or for the use of large play equipment and wheeled toys. These weaknesses restrict their learning opportunities in aspects of their physical and creative development. As noted at the time of the last inspection, the youngest children, in common with many of the other pupils, still have to cross the playground, in all weathers, to visit the toilets.
23. Parts of the physical education curriculum continue to be severely restricted by the lack of a playing field for team games and athletics and by poor gymnastic facilities in the small multipurpose hall. The hall is barely adequate for the dance lessons of the older pupils. Any activities in there, however well organised and conducted, lead to intrusive noise for those pupils in the adjoining classroom, which is separated only by folding doors. The success of the school in local football, netball and tag rugby competitions is a tribute to the sterling efforts of staff, pupils and parents in finding ways of overcoming limitations of the site. As indicated in the section above, the cramped accommodation also constrains the provision and development of some aspects of information technology. The headteacher and governors have left no stone unturned in their efforts to address this key issue in relation to the major shortcomings in the school's premises that was identified in the previous inspection. As yet they have met with little success.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education still further:

1. Raise standards in information technology and increase opportunities for pupils to develop and extend their skills by\*:-
  - Providing pupils with more direct teaching of information technology skills.
  - Raising the awareness of staff, through the planned training, of the opportunities for the use of information technology in literacy and numeracy and other areas across the curriculum.
  - Further increasing the confidence and skills of teachers so that they make better use of the existing facilities.  
(see paragraphs 20, 21)
2. Continue their strenuous efforts to improve the cramped accommodation in order to make better provision for children under five years of age, and for physical education and information technology.\*  
(see paragraphs 22, 23)

*\* areas already identified for action in the school development plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	20	60	10	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)	N/A	138
Number of full-time pupils eligible for free school meals	N/A	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	29

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	Boys	Girls	Total



Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	11	24
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National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	9	9	11
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	92(88)	92(75)	100(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	9	11	7
	Total	22	24	20
Percentage of pupils at NC level 2 or above	School	92( 75)	100(100)	83(81)
	National	82(81)	86(85)	87(86)

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

#### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	17	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	9
	Girls	17	17	17
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	88(58)	92(63)	100(79)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	17	17	17
	Total	24	24	26
Percentage of pupils at NC level 4 or above	School	92(74)	92(74)	100(84)
	National	68(65)	69(65)	75(71)

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

#### Ethnic background of pupils

#### Exclusions in the last school year

No of pupils
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Fixed period
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Permanent
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Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	127
Any other minority ethnic group	2

*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)	6
Number of pupils per qualified teacher	23
Average class size	27.6

**Education support staff: YR– Y6**

Total number of education support staff	3
Total aggregate hours worked per week	40

*FTE means full-time equivalent.*

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	1999/2000
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	£
Total income	246586
Total expenditure	258908
Expenditure per pupil	2008
Balance brought forward from previous year	9878
Balance carried forward to next year	-2444

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	129
Number of questionnaires returned	67

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	1	0	0
My child is making good progress in school.	60	34	3	0	3
Behaviour in the school is good.	42	58	0	0	0
My child gets the right amount of work to do at home.	41	45	8	0	5
The teaching is good.	62	33	0	0	4
I am kept well informed about how my child is getting on.	36	48	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	49	45	2	1	1
The school works closely with parents.	48	44	6	0	3
The school is well led and managed.	66	32	0	0	3
The school is helping my child become mature and responsible.	66	32	0	0	4
The school provides an interesting range of activities outside lessons.	42	36	18	0	4