

INSPECTION REPORT

**BUXTED CHURCH OF ENGLAND PRIMARY
SCHOOL**

Buxted, Uckfield

LEA area: East Sussex

Unique reference number: 114493

Headteacher: Mr P Hawker

Reporting inspector: Sheila Browning
1510

Dates of inspection: 13 - 14 January 2003

Inspection number: 247470
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:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Buxted C of E Primary School Hurstwood Road Buxted Uckfield East Sussex
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Margaret Chappell
Date of previous inspection:	17 - 19 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Buxted Church of England Primary School is smaller than other primary schools nationally, with 109 boys and girls aged 5+ to 11. Most pupils come from the rural village of Buxted and the neighbouring villages of Five Ash Down and Coopers Green. The school also attracts a number of children from further afield. The full range of attainment is represented. The percentage of pupils having learning needs, at 15.5 per cent, is below the national average. No pupils have statements of special educational need. The proportion of pupils eligible for free school meals, at 3.7 per cent, is below the national average. There are very few pupils drawn from minority ethnic backgrounds. Although the villages are relatively affluent there are also areas that house lower income families and this gives the school a balanced intake.

HOW GOOD THE SCHOOL IS

Buxted is a good school with many good features. The school's friendly and caring climate for learning, good expectations of pupils and commitment to improvement reflect the effective leadership and governance of the school. Overall, the teaching observed during the inspection was good with some very good features. As a result pupils make good progress overall. Standards were at and, in a few instances, above expected levels nationally and did not reflect the disappointing standards indicated in the most recent test results for pupils aged seven and eleven years of age. The school provides satisfactory value for money.

What the school does well

- Most pupils make consistently good progress as a result of the good teaching. By the end of Year 6, standards in English and mathematics are at and, in a few instances, above average.
- Pupils' very good personal development and relationships with each other and the staff and their good behaviour and attitudes make a significant contribution to their learning and achievement.
- Extra-curricular provision and the enrichment of the curriculum are very good. The provision for pupils' moral and social development is very good and for spiritual and cultural development it is good.
- Parents are strongly supportive of the school.
- The leadership and management of the school are good.

What could be improved

- Results in national testing show a declining trend, for seven year olds in particular and also for eleven year olds.
- Aspects of the school's welfare procedures lack rigour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in November 1997, the school has made considerable improvements in addressing the key issues. The significant improvements to the accommodation allow for the safe delivery of the curriculum for physical education and for a daily act of collective worship. The introduction of the National Numeracy Strategy has secured the effective delivery of mathematics throughout the school. Teachers have a good knowledge of subjects taught in the National Curriculum. The teaching of the Christian faith and the raising of pupils' spiritual awareness are better. Resources for control technology are improved. Governors comply with the Code of Practice for special needs. Staffing changes and a new structure for senior management have rationalised the overload of

responsibilities of the headteacher, and effective and efficient use is made of all staff. All staff have clear targets and responsibilities within job descriptions.

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	
	Year 2000	Year 2001	Year 2002	Year 2002	
English	A	B	C	E	well above average A above average B average C below average D well below average E
Mathematics	A	A	D	E	
Science	A	B	E	E	

Because year groups are small and sometimes very small, as for eleven-year-olds in 2002, results need to be interpreted very carefully. Each pupil represents a significant percentage measure. Nevertheless, school results in national testing for seven-year-olds in particular have declined over the last few years. For eleven-year-olds, standards have declined over the past two years, but the decline in 2001 in English and mathematics was from a very high peak in 2000.

Children in the reception class make good progress and are likely to achieve the nationally expected standard when they enter Year 1. Many children demonstrate below expected levels of attainment on entry to the school.

Pupils made good progress in Years 1 and 2 in the lessons observed. Overall the standards achieved in the 2002 national tests by pupils aged seven dipped in reading, writing and mathematics. Teacher assessments for science were very high but, compared with the performance of similar schools, pupils' performance was very low. Inspection evidence indicates that standards are rising, for eleven-year-olds in particular, reflecting the school's strong commitment to improvement. However, scrutiny of work indicates that some seven-year-olds are not making satisfactory progress in science. In addition, gaps in their learning, as in mathematics, initially hinder good progress in the next class.

Pupils make good progress and reach standards in line with and, on occasion, above average for their age by the time they are eleven. Overall, the standards achieved in national tests by pupils aged eleven were disappointing in mathematics and science. Compared with the performance of similar schools, pupils' performance overall was well below average. Standards of work seen during the inspection did not reflect the results. Particular strengths were seen in writing and poetry across the school. The skills of literacy and numeracy are developed well as pupils move through the school. Overall, the good progress made by both boys and girls of all abilities as they move through the school reflects not only their good behaviour and attitudes but also the good and very good teaching they enjoy. The rate of progress is particularly good in the reception and Year 1 class and in the junior classes as a result of the good targeting of pupils. The school is making sound progress towards meeting the appropriately challenging targets it has set for pupils' achievement this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Older pupils are particularly mature in their approach to learning. Pupils are eager to learn and are keen to take part in all that the school offers them.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is good, reflecting the expectations of all staff. Pupils are polite, friendly and helpful. Their behaviour contributes considerably to their rate of learning.
Personal development and relationships	Very Good. Pupils very happily accept responsibility for their learning. They work well together. Older pupils look after younger ones with great care.
Attendance	Unsatisfactory. Attendance is below the national average and punctuality is unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Quality of teaching	Very Good	Good	Satisfactory

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.

Teaching is good overall. There is no unsatisfactory teaching. The school has identified the teaching of writing as an area for further development and this focus has resulted in some very good quality work. The quality of teaching in English and mathematics is at least good. Teachers have consistently high expectations of what pupils will achieve; they use effective methods and manage pupils well. The quality of marking and on-going assessment is good and as a result pupils learn well. The teaching promotes effective learning and, as a result, pupils are acquiring new learning and are consolidating what they know. The teaching of literacy skills is good overall, with good attention to pupils writing creatively and improving their spelling, presentation and punctuation. The teaching of mathematics, especially numeracy skills, is good. Pupils enjoy their learning as a result of interesting, well-prepared and well-matched activities. Pupils with learning difficulties are well supported. The school is effective in meeting the needs of its pupils. Pupils with higher attainment are suitably challenged overall. Teaching assistants are effective and make a very positive contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and considerably improved since the last inspection. The school provides a very good range of extra-curricular activities. The enhancement and enrichment of the curriculum is a further strength.
Provision for pupils with special educational needs	The systems and provision for pupils with learning difficulties are good. All pupils enjoy the enriched curriculum provided.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. The school makes very good provision for pupils' personal, moral and social development. Pupils value themselves and others. Spiritual and cultural development is good. Good emphasis is placed on art and music.
How well the school cares for its pupils	The school gives high priority to pupils' welfare. It is a safe and secure environment. Teachers know their pupils well. Pupils are nurtured and are provided with good individual support, although procedures and practices in relation to ensuring their safety and protection require further rigour. Ways of tracking how well pupils are improving in academic work are effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership. The improvements seen and the success of the school are based on his thorough knowledge of its strengths and weaknesses and how these can be built upon. The headteacher is well supported by hard working and dedicated staff.
How well the governors fulfil their responsibilities	Good. The governors provide good support for the school and fulfil their statutory responsibilities well. They are committed and provide a balance of challenge and support. The chair of governors particularly is effective in developing and reviewing the role of governors. As a result they are increasingly effective in helping to improve provision.
The school's evaluation of its performance	Good. The teachers' work is regularly monitored. Co-ordinators are playing an important part in raising standards through checking planning and work and evaluating outcomes. The school makes good and prudent use of its finances and spends wisely.
The strategic use of resources	The school makes good use of its accommodation. Good use is made of computers and all other resources.

The accommodation is good, following significant improvements over a protracted period of building. The disruption caused by this and the considerable staff changes over a period of years have undoubtedly affected the standards achieved in the latest national results.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils like school.• The school expects pupils to work hard and achieve their best.• The school provides an interesting range of activities outside lessons.• Pupils make progress.• The teaching is good.• Staff are easily approachable with questions or a problem.	<ul style="list-style-type: none">• Work more closely with parents.• Provision of information about pupils' progress.• Behaviour.

The inspection team endorses the positive views of parents. Some parents would like the school to work more closely with parents. However, the school endeavours to do this at every opportunity. Information about how their children are getting on is comprehensive and good and the behaviour of pupils was found to be good during the inspection.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Most pupils make consistently good progress as a result of the good teaching. By the end of Year 6 standards in English and mathematics are at and, in a few instances, above average.

1. The quality of teaching observed was predominantly good. All teachers were observed and nearly all had at least one good lesson. No lessons were unsatisfactory and six out of ten were at least good, and a third were very good. In the limited time available, inspectors focused on the teaching of English and mathematics and of some of the other subjects of the curriculum. The sample provides a clear picture of the overall quality of teaching in the school. Pupils make good progress as a result of the good teaching. This is demonstrated in the good quality of their work. Children currently in Reception class are making good progress in relation to their relatively low attainment on entry. Most are likely to achieve the learning targets in most areas by the end of Reception Year.
2. By the end of Year 2, standards have improved. Pupils make satisfactory progress through Years 1 and 2. By the end of Year 6, standards in English and mathematics are at and, in a few instances, above average. Pupils make at least good progress through the key stages. Progress is most marked from Year 3 upwards when pupils make good gains in their knowledge, skills and understanding. This is evident in the quality of work seen. Throughout the school, pupils are encouraged to present their work neatly in all areas of the curriculum. Topic books made by the pupils are an excellent means of presenting their work. Special writing is presented on paper with borders that have been designed by the pupils. On display and in work books are some examples of high quality work and presentation. A collection of poems across the school was collated by Year 6 pupils and has been printed by the school. Pupils take great care over their work. It is well presented, imaginative and creative. Particularly noteworthy are some of the story writing and reviews displayed, for example, 'A Christmas Carol', 'If I were a Tudor', 'Winter Wonderland' and illustrated book reviews and accounts of trips, visits and research undertaken. Art work on display is also of a high standard including, for example, pop-up cards and collages of 'Little Red Hen' and 'Elmer', the large scale mural of the Fire of London, studies of paintings by Piet Mondrian and Franz Marc, chairs designed for a book character such as Harry Potter or Hermione Granger, Tudor and Victorian portraits and Victorian tile designs inspired by William Morris.
3. Improvements since the last report seen in the teaching are partly the result of:
 - Effective teaching methods used to teach basic skills.
 - Better planning of the curriculum, particularly in literacy and numeracy, which builds systematically on pupils' prior learning and makes learning objectives clear.
 - Good monitoring of teaching, which highlights strengths and weaknesses. The outcomes are used successfully to support teachers' professional development.
 - Good recording and monitoring of pupils' progress with results used well to set targets for individual pupils.
 - Very good relationships, which make a significant contribution to the good learning environment.

4. The strengths in the teaching include the good pace and the challenging activities provided in many lessons. In these lessons pupils are interested and enjoy learning. Lessons usually have a brisk start and a clear focus. For example, in a Reception and Year 1 numeracy lesson about comparing and ordering familiar numbers, the mental starter activities were progressively more challenging. Pupils quickly drew a number line and stated whether the numbers called out by the teacher were more or less in value. They then went on to make number sets and groups and ordered these correctly. In a Reception and Year 1 literacy lesson about sharing news, younger children recounted an event and were encouraged to organise their thoughts and speak clearly to the class. Many gained in confidence and all managed to draw a picture, with several also able to write about the event. After a class discussion, the Year 1 pupils wrote simple sentences in their news books and the majority used capital letters and full stops correctly. In a Year 2 numeracy lesson, pupils again were well challenged at a brisk pace by the class teacher. Pupils learned how to partition numbers into five and a bit. They confidently used a number square and a 'washing line' (numbers in five's) to find numbers, for example, that added up to 20, and many showed some knowledge of place value. In all of these lessons the class teacher used challenging questions, matched to the pupils' abilities, to promote further learning.
5. The quality of curricular planning is good and learning opportunities are developed well. Literacy and numeracy lessons are particularly well planned with positive effects on learning and standards. In a Year 4 and 5 literacy lesson, for example, pupils identified and classified the features of myths. They explored and compared extracts from Genesis about 'The Garden of Eden' and a story entitled 'In the beginning'. Afterwards they retold the stories in chronological order, checking for understanding of the comprehension, events and characters. The very good teaching enabled pupils to discuss thoroughly the similarities and differences between the two texts. At the same time the class teacher checked their understanding of abstract nouns and of antonyms. Some pupils investigated different antonyms using information and communication technology whilst others used dictionaries. At the end of the lesson pupils knew that some words have no opposites and some have more than one.
6. Lesson plans clearly indicate learning objectives and these are shared with the pupils. Lessons also have a good range of activities that are matched to pupils' differing abilities. Built into every lesson are opportunities for assessment and evaluation, and the skilful use of questioning by teachers consolidates pupils' learning. In a Year 6 numeracy lesson, about sketching the reflection of a simple shape in a mirror, the teacher used questioning to recall previous learning and successfully drew out the pupils' thinking about symmetry in irregular shapes by asking 'What would happen if?'. The teacher further consolidated pupils' learning by using specific terms such as the x-axis, reflection and quadrant. They were then challenged to identify the co-ordinates of each shape. As a result most pupils could draw the reflection of simple shapes across the x-axis by the end of the lesson.
7. The school keeps very detailed records of pupils' achievements from the time they start in Reception until the time they leave in Year 6. Assessments are meaningful and well documented in English, mathematics and science and are evident in a variety of other subjects. The information is used effectively to measure and ensure progress. Clear personal learning targets are in place for literacy and numeracy. When inspectors talked with pupils about their targets they were very clear as to what they were. Pupils with learning difficulties have appropriate individual learning objectives identified in their individual education plans. Good support from teachers and teaching assistants contributes to the standards achieved. For example, in a Year 4 and 5 literacy lesson, teaching assistants worked with a small group of pupils during a guided reading

session. Together, they successfully analysed advertisements and talked about the language used to persuade people to buy products. They used dictionaries correctly to look up and check the meaning of unknown words and slogans.

Pupils' very good personal development and relationships with each other and the staff and their good behaviour and attitudes make a significant contribution to their learning and achievement.

8. Pupils' personal development is very good. They are given good opportunities in lessons to develop personal and social skills. Throughout the school there is a happy, caring atmosphere, in which pupils feel secure. Pupils' relationships with each other and with adults are very good. Boys and girls mix happily together as do older and younger pupils. Parents who responded to the parental questionnaire stated that their children like school. The inspection confirms this view. Pupils told inspectors that they liked their teachers and teaching assistants and felt well cared for. They told inspectors that their opinions were sought. One example they gave was helping to design the newly enlarged playground; pupils suggested the idea of a pirate ship. New playground games and equipment were purchased from the proceeds of a barbecue held by a teacher the previous summer, and pupils use these with great enthusiasm. The atmosphere in the playground is happy; it is well organised and well supervised. Pupils are familiar with the routines and readily get out the balls, ropes and equipment to play together. Younger children also have a good range of large wheeled toys to play with.
9. Pupils have a positive attitude to their work. There is a strong sense of purpose in the way that pupils start the school day. They work well and older pupils show particular maturity and confidence. All show interest in their work, and respond well to suggestions on how it can be improved. Pupils, including those with learning difficulties, are enthusiastic about their learning and are keen to discuss their work.
10. Pupils enjoy challenging tasks and concentrate well. For example, in a Year 3 and 4 information and communication technology lesson about collecting, using, storing and organising information, the teacher talked about how she and they could organise themselves better. She demonstrated different sources of personal information such as: a passport, address books, telephone directories and school file cards. Pupils talked about these and the sort of information that could be usefully recorded. Younger pupils set about recording information on prepared record cards as they interviewed different members of their class. They shared their views and opinions and listened carefully to one another when answering questions. Using computers, older pupils sorted and transferred information about different kinds of animals. Pupils happily explained what fields and data were; they explored different font sizes and text, and printed their work. All pupils responded to the good expectations of the teacher and learned well. Pupils complete tasks effectively and take a pride in their work.
11. Behaviour in and around the school is good, and this contributes positively to pupils' learning. Respect for and courtesy towards others are expected at all times from everyone at the school. Pupils understand what is expected of them and, largely as a result of these shared expectations, all participate fully in all aspects of school life. At playtime and lunchtime behaviour is orderly with no inappropriate behaviour. The great majority of the pupils obey the school rules. The pupils told inspectors that they particularly enjoyed eating together in family groups (mixed age groups) and this socialising continued in the playground where they also enjoyed looking after each other. Older pupils told inspectors that at lunchtimes they looked after the younger children and waited with them until their parents collected them. Year 5 pupils make a Welcome Pack for new intake children. Staff expect good behaviour and pupils readily respond;

praise is given to support these expectations. During the last year there have been two fixed-term exclusions.

Extra-curricular provision and the enrichment of the curriculum are very good. The provision for pupils' moral and social development is very good and for spiritual and cultural development it is good.

12. The school offers a wide range of clubs, which are popular, and members give their full commitment. These include the stamp club, art, drama and various sports such as tennis, cross-country, netball and football. The school has achieved a high reputation for sport, and large numbers participate in the matches arranged. Pupils regularly take part in a wide range of sporting tournaments and competitions. Members of the school cross-country club raised funds for childhood cancer and leukaemia. Inspectors observed the Uckfield and Junior Stamp Club. Pupils had presented interesting page layouts of stamps for a competition, and they had carefully listed and annotated different stamps. The tutor had provided 'packets of swaps' and pupils of all ages enjoyed sorting and exchanging these. A wide variety of activities is provided through the Village Schools' Association. These are held in collaboration with other schools and include, for example, a Year 2 writing day, a Year 3 music workshop, a Year 4 poetry day, a Year 5 art day and a Year 6 mathematics trail. Book weeks and poetry days have also been held.
13. Provision for pupils' moral and social development is very good and provision for pupils' spiritual and cultural development is good. Consequently, their personal development is very good. There are high expectations of good behaviour and teachers provide very good role models. In lessons pupils are encouraged to discuss issues and make choices. They are encouraged to express their views and opinions confidently on all aspects of school life. In a personal, health and social educational lesson, Year 3 and 4 pupils were encouraged to explore the idea of different communication. The teacher talked to the pupils in a made-up language with her face covered. She then explored with them different sentences such as a happy sentence said in a sad way and vice versa. The pupils experimented communicating with each other changing the loudness, pitch or tone to see how effective they were in communicating.
14. Provision for pupils' social development is very good. Pupils' self-confidence develops well. The school successfully ensures that praise is given equably. Pupils understand the need for school rules and treat one another well. Lessons provide good opportunities for pupils to work together in pairs or in groups to share ideas and solve problems and to work together as a team. They share equipment and information unselfishly and safely. For example, in a Year 4 and 5 history lesson, pupils worked well together researching Tudor illnesses and cures using encyclopaedias and computers. The personal, social and health education programme provides good opportunities for pupils to consider a range of relevant issues including aspects of taking responsibility. Educational trips to the seaside at Brighton and field- studies of the local area provide a different environment for learning. All pupils in Year 6 and some in Year 5 take part in a residential visit to Little Canada in the Isle of Wight. The trip includes a wide variety of exciting activities which involve the pupils actively. School plays and concerts provide further opportunities for pupils to be involved and socialise. The school's planning for citizenship will offer increased opportunities for pupils to consider their role in a wider society. Pupils enjoy the opportunities they are given to take on additional responsibilities such as acting as library and assembly monitors and 'reading buddies' for younger pupils. Older pupils have been involved in word processing, saving to the network and organising and editing work for a school poetry book.

15. Provision for pupils' spiritual and cultural development is good, and this is an improvement since the last inspection. The stated Christian aims of the school are successfully reflected in the everyday life of the school. Pupils and staff are tolerant and considerate towards one another. Pupils from all classes took part in the school's Hinduism week, finding out about the traditions and beliefs associated with one of the world's major religions. Pupils learnt traditional dances and made small candles used to celebrate Divali, the Festival of Light. A selection of pupils performed the traditional Indian dances at a special assembly. The week culminated with story-telling sessions by a visiting artist. Earlier in the term, pupils were given the opportunity to listen to a varied programme of string quartet music performed by members of the local education authority music staff.

Parents are strongly supportive of the school.

16. The school forges very good links with parents. A high proportion of parents returning the questionnaires felt comfortable in approaching the school with questions or complaints. Attendance at parent consultation evenings is always very high. The quality and scope of information provided to parents on curriculum topics and other school activities are good. The school prospectus and the governors' annual report to parents are well constructed and informative. Additionally, parents receive regular newsletters and information about the organisation of teaching, records of achievement and opportunities to help in the school. Now that the school has a hall, the headteacher plans to re-establish workshops for parents to increase their understanding of what their children are learning in different curriculum areas.
17. The school encourages parents to become involved in the learning process. They are invited to help with practical activities, assist with reading or prepare materials. Parents are also involved in assisting at or running some clubs, as well as assisting on school visits and helping with transport for sports fixtures and other events. The school very much appreciates the help that parents give. There is a very active and successful Parent-Teacher Association, which further promotes home-school liaison and raises considerable funds to boost the school's resources. Parents arrange various events throughout the year, the most recent being a Christmas Fair. Pupils in Year 6 designed, made and tested a variety of games for children and adults to play at the Christmas Fair. The Parent-Teacher Association awarded certificates for all those who took part.

The leadership and management of the school are good.

18. The headteacher provides effective leadership. His strong commitment and dedication to providing the best for pupils are having a positive impact on school improvement. The aims and values of the school underpin his supportive approach, which focuses on improving the quality of education and raising standards. The two senior teachers provide very effective support and make a positive contribution to all aspects of school life.
19. The headteacher's vision for the continuing success of the school is based on a thorough knowledge of the school's strengths and areas for development, and how these can be built upon. He provides clear educational direction for the development of the school. The school's own identified priorities are successfully promoted, as are national and local initiatives. The headteacher, with support from staff governors and parents, has been particularly successful in ensuring the completion of the building programme. He is sensitive and effective in managing the staff, developing a strong professional team with a shared commitment to improvement.

20. Day-to-day management of the school and the curriculum is good. All staff work hard to ensure that all National Curriculum subjects and the pupils' personal development are promoted. Continuous attention is given to the development of the school's policies and procedures in order to ensure that pupils are taught consistently. This supports good learning and maintains good standards, attitudes and behaviour.
21. As a consequence of effective action-planning, developed since the last inspection, the school has made good progress in addressing the previous key issues. In the previous inspection, the school was required to ensure effective delivery of the National Curriculum in mathematics at Key Stage 1, the safe delivery of gymnastics in physical education and the requirements of the local agreed syllabus for religious education throughout the school. These have all been fully addressed. The curriculum for mathematics, including the introduction of the Numeracy Strategy, and the curriculum for religious education are much improved. There have been significant improvements to the building and, with on-going staff training, good progress has been made in the delivery of physical education. Good progress has been in providing effective and regular specialist support for all pupils with learning needs. A special educational needs co-ordinator has been recently appointed and staff awareness of the requirements for teaching pupils with learning difficulties has been raised. Governors fully implement the recommendations of the Code of Practice for special needs.
22. All pupils are now identified on the register of need at the appropriate stage. All aspects of leadership and management have continued to improve since the last inspection. The issue relating to rationalising the overload of responsibilities on the headteacher has been addressed in terms of ensuring that effective and efficient use is made of all staff. The two senior teachers effectively share many of the usual responsibilities of a deputy headteacher. They provide a good breadth of expertise and experience to assist the headteacher. All staff have job descriptions, and an effective cycle of monitoring and evaluation of staff performance has been instituted. Performance management has been made a priority for this year and targets from reviews and meetings are linked to job descriptions.
23. The school's improvement plan is based on detailed planning and provides comprehensive information about future developments with financially-based priorities. School documentation is succinct and clear. The headteacher has taken the lead in evaluating performance data and involves staff and governors in the findings. Information is being gathered on the performance of pupils at the end of each year group in English and mathematics, and realistic predictions are made of each year group's performance. Governors and co-ordinators are provided with the information needed to analyse the cost effectiveness of planned developments. This enables them to make informed decisions on the school's behalf.
24. The governors provide good support for the school, and fulfil their statutory responsibilities. They are particularly well led by the Chair of Governors who is proactive. Over the past two years the school's reputation has suffered as a result of problems and perceptions directly resulting from the building work, split site, lack of a hall and limited play area. To address these concerns the governors have created a Governors' Marketing Committee and have developed a number of successful strategies for promoting a positive image of the school now that the facilities are so good. Systems of communication are firmly established and governors are now in a strong position to support the headteacher and staff in improving provision and raising standards.

25. Management of the budget is secure and resources are used effectively to support pupils' academic and personal development. For example, provision has been made over a number of years for smaller teaching groups for literacy and numeracy. Additional staffing support and programmes have supplemented the work taking place in each class and assisted pupils who need to be given extra help. Teaching assistants are well deployed to focus on providing additional support and tuition to pupils in different ability work groups in literacy and numeracy, and this has helped to raise standards. The governors and headteacher have maintained a five-class structure and this has been supplemented by half-class teaching in Year 6 with increased teaching assistant support. These initiatives have benefited all pupils and led to more effective learning. Funds have been used well to improve the quality of the environment both inside and outside and this has benefited the pupils. The budget has been used well to provide furniture for the new building and resources and equipment throughout the school.

WHAT COULD BE IMPROVED

Results in national testing show a declining trend, for seven-year-olds in particular and also for eleven-year-olds.

26. Overall, the standards achieved in the 2002 national tests by pupils aged seven dipped in reading, writing and mathematics. Teacher assessments for science were very high. The school results were well below the average compared with all schools nationally, and in comparison with similar schools they were very low. The results showed a downward trend despite good action plans having been put in place to improve standards. At the end of Year 6 in the 2002 national tests, standards were average in English, below average in mathematics and were well below in science compared to all schools nationally, but in comparison with similar schools they were well below in English, mathematics and science. For eleven-year-olds, standards have declined over the past two years, but the decline in 2001 in English and mathematics was from a very high peak in 2000. Over the last three years, standards in English, mathematics and science in national tests declined compared with the rising standard nationally, although most pupils gained the expected Level 4 in each subject. However, too few pupils achieved the higher Level 5 and above. Because year groups are small and sometimes very small, as for the eleven-year-olds in 2002, results need to be interpreted very carefully. Each pupil represents a significant percentage measure.
27. The results can be explained by the severe staffing difficulties, which affected pupil achievement, and also by the likely negative impact of the protracted building works, and consequent disruption, over a two-year period. During this time the curriculum was very restricted as a result of reduction in facilities and the cramped playground area. This affected the quality of education that the school was able to provide. Previous targets were not accurate and did not reflect the true potential of the pupils assessed. The school was very disappointed but not surprised by the results of the national tests. The most recent school targets are more realistic and accurate as they are securely based on the pupil's actual attainment on entry to the school.
28. Inspection evidence indicates improving standards although the school's focus on raising performance, particularly in English and mathematics, as well as on the quality of teaching and learning, has not yet had sufficient time to have an impact on pupils' achievements in the national tests. The quality of teaching observed has had a positive impact on the standards achieved. Good and effective tracking of pupils' progress, together with more focused teaching, are addressing previous gaps in pupil's knowledge, understanding and skills. The targeting of and strategies put in place to

challenge higher-attaining pupils are resulting in improving standards. The school now needs to ensure that this upward pattern of improvement is sustained.

Aspects of the school's welfare procedures lack rigour.

29. Although an effective child protection policy is in operation, further and up-to-date training for staff is necessary to keep them fully abreast of changes. Effective measures are in place for ensuring pupils' health and safety, with regular inspections and annual risk assessments of the buildings and equipment. Any minor injuries to pupils are handled carefully by staff trained in first aid. All incidents are fully documented in the school's accident book.

Attendance is below the national average and punctuality is unsatisfactory.

30. Attendance rates are below national averages as a result of parents taking their children out of school for unauthorised days and holidays. The school documentation rightly emphasises to parents their responsibilities in this respect and the importance of regular attendance and the impact that this has on their child's learning. The registration procedures are used effectively. Registers are kept properly and comply with all statutory requirements. The school records several pupils late for school each day. This means that these pupils miss vital parts of their education, for example literacy and numeracy lessons in the mornings.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:

- (1) Improve the results achieved in national testing for pupils aged seven and eleven so that they more closely reflect standards found during the inspection by:

- consolidating the good teaching and lesson planning;
- building on pupils' knowledge, understanding and skills;
- extending the good practices and maintaining the rigour seen in teaching and learning during the inspection;
- building on the tracking of pupil's progress and continuing to challenge the full potential of all pupils.

(Paragraphs 26-28)

- (2) Raise teachers' awareness of Child Protection issues and tighten the procedures for pupils' welfare by:

- building on and refreshing teachers' awareness of the detail of Child Protection issues.

(Paragraph 29)

The following minor shortcoming should be considered for inclusion in the governors' action plan:

- (1) Raise attendance levels and improve punctuality by:

- building on and consolidating the good practices in place to monitor attendance and punctuality;

- ensuring that all parents are fully aware of how important it is for their children to attend school regularly.
(Paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33	60	100	0	0	0

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

Information about the school's pupils

Pupils on the school's roll		YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		109
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		17

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	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	14	5

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10 [5]	10 [6]	12 [8]
	Girls	4 [3]	5 [4]	5 [4]
	Total	14 [8]	15 [10]	17[12]
Percentage of pupils at NC level 2 or above	School	74 (62)	79 (77)	89 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12 [6]	12 [8]	14 [9]
	Girls	5 [3]	5 [4]	5 [3]
	Total	17 [9]	17 [12]	19 [12]
Percentage of pupils at NC level 2 or above	School	89 (69)	89 (92)	100 (92)
	National	85 (85)	89 (89)	89 (89)

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
		2002	7	4

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6 [10]	5 [11]	6 [12]
	Girls	4 [7]	3 [7]	3 [7]
	Total	10 [17]	8 [18]	9 [19]
Percentage of pupils at NC level 4 or above	School	91 (89)	73 (95)	82 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6 [10]	6 [10]	6 [12]
	Girls	4 [7]	3 [7]	3 [7]
	Total	10 [17]	9 [17]	9 [19]
Percentage of pupils at NC level 4 or above	School	91 (89)	82 (89)	82 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	100	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	17.03:1
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

Financial year	2001/2
	£
Total income	315137
Total expenditure	335188
Expenditure per pupil	2966
Balance brought forward from previous year	11915
Balance carried forward to next year	-8136

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	109
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	52	4	0	0
My child is making good progress in school.	36	58	4	4	0
Behaviour in the school is good.	28	48	12	8	4
My child gets the right amount of work to do at home.	32	56	12	0	0
The teaching is good.	56	36	8	0	0
I am kept well informed about how my child is getting on.	24	56	16	4	0
I would feel comfortable about approaching the school with questions or a problem.	48	44	8	0	0
The school expects my child to work hard and achieve his or her best.	52	44	4	0	0
The school works closely with parents.	40	40	16	4	0
The school is well led and managed.	38	50	8	4	0
The school is helping my child become mature and responsible.	32	56	8	0	4
The school provides an interesting range of activities outside lessons.	60	36	4	0	0

Other issues raised by parents

Five written comments were received. They were mainly supportive of the school, its standards, quality of leadership, teaching and curriculum offered. A few issues were raised relating to concerns over staff turnover, a few disruptive pupils and their behaviour and the impact of the prolonged building improvements.