

INSPECTION REPORT

MUCH BIRCH COFE PRIMARY SCHOOL

Much Birch, Hereford

LEA area: Herefordshire

Unique reference number: 116833

Headteacher: Mrs. Ann-Marie Bufton

Reporting inspector: Mr. Graham Anthony Rowlands
19935

Dates of inspection: 20 - 21 January 2003

Inspection number: 247702

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:	4 - 11 years
Gender of pupils:	Mixed
School address:	Much Birch CofE Primary School Much Birch HEREFORD
Postcode:	HR2 8HL
Telephone number:	01981 - 540254
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. A. Ross
Date of previous inspection:	22 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average Church of England primary school with 189 pupils on roll. Situated in a rural area between Hereford and Ross-on-Wye, the school's catchment area has widened in recent years and very few pupils walk to school. The proportion of pupils who claim free school meals, at 1.1 per cent, is well below the national average. The percentage of pupils identified as having special educational needs is 13.5 per cent and below the national average, whilst the percentage of pupils with a statement of special educational needs, at 1.5 per cent, is close to the national average. Most pupils are white and no pupils speak English as an additional language. Pupils' attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. Children in the reception class make very good progress and achieve well above expected standards. The teaching in Years 1-6 is good and with the very good learning opportunities that are provided, pupils of all abilities make good progress and standards are well above average at the end of Year 6. This is a caring and supportive school with high expectations and a commitment to raising pupils' achievements. It is well led and managed by the headteacher, supported effectively by the governing body. Considering all factors, this is a school that is providing good value for money.

What the school does well

- Pupils achieve well and at the end of Year 6 consistently attain high standards in English, mathematics and science. Children make very good progress in the reception class.
- Teaching is of a consistently good standard, which contributes significantly to the good learning and achievement of pupils. Very good teaching assistants (TA's) support teaching and learning.
- Pupils have very good attitudes to learning, and very good behaviour and relationships with each other and the staff. This contributes positively to learning and achievement.
- The headteacher and the senior management team, supported by the governing body and curriculum co-ordinators, provide good leadership and management.
- A very good range and quality of learning opportunities are provided within and outside the formal curriculum in Years 1-6 that add much to the quality, depth and range of pupils' learning. A very good range of visits and extra-curricular activities enhances and extends the pupils' experiences.

What could be improved

- Extent of challenge for more able pupils.
- The overall quality of teaching, which, although good, would be further improved by the sharing of good practice.
- Opportunities for pupils to take responsibility.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time it was last inspected in 1997 because of improved leadership and management. Standards have broadly improved in line with national trends and targets set by the school have been met. Teaching has improved and there is no unsatisfactory teaching, as the school has adopted a more structured system of monitoring the quality of teaching and learning. While this has led to higher standards, teachers' expertise is not always shared in a structured manner. Children in the reception class now have a very good start to their education, because of very good planning coupled with a very rich and varied range of learning opportunities. The issue of health and safety raised over the organisation of morning registration has been fully resolved. The headteacher is determined to further improve the school and the quality of education provided, and, with an effective governing body and the support of all staff, the school is well placed to continue its cycle of development and improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A*	A
Mathematics	A	A	A	A
Science	B	B	A	B

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

The table shows the school's results at the end of Year 6 in the National Curriculum tests over a three-year period and in relation to similar schools in 2002. The school has maintained high standards in national tests for the past four years. In 2002, standards were well above the national average in mathematics and science. In English, standards were very high and in the top five per cent in the country. In comparison with similar schools, attainment was well above average in mathematics and English and above average in science. Inspection findings show that attainment for the present Year 6 is above average in all three subjects. This does not represent a decline in standards, but is because inspection evidence covers a wider range of work than that included in the national tests. All pupils achieve well in relation to their ability and make good and sometimes very good progress because of the consistently good teaching that maintains their interest and enthusiasm.

The school's results in the national tests at the end of Year 2 have fluctuated in recent years. Overall, the standards attained in 2002 tests at the end of Year 2 are in line with the national average in reading, but below in writing and mathematics. Compared with the performance of similar schools, except for reading, which is just below average, pupils' performance is well below average. Inspection evidence confirms that standards are rising and pupils are making good progress and achieving well in relation to their ability when they started school because teaching has improved and pupils have a positive attitude to work. Children in the reception class make very good progress, and are on course to achieve well above the nationally expected standards when they start in Year 1. A particular strength is the children's' mature social and personal development and enthusiasm for school.

Pupils with special educational needs (SEN), make very good progress because of the very good support they receive. However, although more able pupils make good progress overall, opportunities to challenge them further in all lessons, so that they can achieve their full potential are not always exploited.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils are mature and confident and this is reflected in their attitude to learning. Pupils are keen to achieve success.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both within the classroom and around the school. They care for each other and take pride in the school's environment. There are no exclusions.
Personal development and relationships	Good. Pupils work well together and older pupils show a caring attitude to younger pupils. They readily accept responsibility but, currently, opportunities to exercise it are limited. This restricts pupils' initiative and independence.

Attendance	Attendance is satisfactory. Punctuality is good.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.

Overall, teaching is of a good quality. Pupils make good progress and achieve very well by the time they leave the school. Teaching assistants play a significant role in the support of groups and individual pupils and make a very positive contribution to the high standards pupils achieve. Teachers' secure subject knowledge helps effective learning and activities are chosen well to promote pupils' learning and interest. Relationships are very good, so that pupils are confident in asking for help if they are unsure about any aspect of the work. Teachers manage the pupils very well, so that behaviour is consistently very good. Basic skills in literacy and numeracy are taught effectively, but there is some inconsistency in teachers' expectations regarding the quality of presentation of pupils' work and quality of handwriting. In the reception class, the very good teaching is based on a very clear understanding of the needs of young children, and very good planning that ensures that there is a stimulating environment for learning. The teaching of pupils with SEN is very good. All staff ensure that this group of pupils is well supported with well thought out programmes of work, based on pupils' individual educational plans. However, a weakness in teaching is that more able pupils are not consistently challenged in all classes to build on their levels of achievement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The curriculum is significantly enriched by outside visits and visitors to the school. Extra-curricular activities enhance the curriculum very well.
Provision for pupils with special educational needs	Very good. Pupils are identified early and very good support is put in place to support individual pupils' needs. The part-time co-ordinator manages the school's procedures very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is very good provision for moral development based on strong Christian values. Provision for pupils' spiritual and social development is good. Cultural development is satisfactory but more could be done to prepare pupils for life in a culturally diverse society. Opportunities for pupils to make decisions and take an active role in the school are limited.
How well the school cares for its pupils	This is a very good aspect of the school, which has been made a high priority. The school has rigorously pursued health and safety issues, relating to car parking. Teachers know their pupils well and this results in good personal support.

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. Her corporate style allows senior management and curriculum co-ordinators to contribute effectively to learning in the school.

How well the governors fulfil their responsibilities

Good. Governors fulfil their statutory responsibilities well and are extending their knowledge of the curriculum. They are proud of the school and are effective in improving provision and maintaining high standards.

The school's evaluation of its performance	The school carries out a thorough audit of its progress in the curriculum and other matters, and regularly assesses pupils' progress through monitoring national test results and other interim tests.
The strategic use of resources	The school makes very good use of its resources. Finances are linked very well to priorities in the school development plan. Funds have been used effectively to develop a high quality computer suite. The principles of best value are well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high quality of provision in the reception class. • The school sets high standards and expects children to achieve their best. • The children like school. • The care for pupils' individual needs. • The teaching is good. • The school helps children become mature and responsible. • The management of the school. • It is an improving school. 	<ul style="list-style-type: none"> • Information about how their child is achieving in school. • The range of activities outside lessons. • Health and safety concerns about parents parking before and after school. • Security at the school.

The team endorse the positive views held by the majority of parents and the regard they have for the school overall. The inspection does not agree with the views of some parents regarding the range of extra-curricular activities. The inspection team considers that for a small school there is a very good range of sporting and other clubs offered to pupils and there are plans to extend the range further for younger pupils. The inspection team also considers that the school is committed to working closely with parents and provides a good range of information for them. However the school recognises the need to consult parents on new developments in the school as they arise. It is part of the school development plan. The inspection team agrees with parents concerning the car parking arrangements: current arrangements are not suitable. However, the team considers that the school has worked very hard to overcome this daily problem, but is not receiving the support it deserves from some parents. The school is addressing the other security issue.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and at the end of Year 6 consistently attain high standards in English, mathematics and science. Children make very good progress in the reception class.

1. Children's attainment when they start school spans the full ability range and is average overall. By the time pupils leave school, the results of the National Curriculum tests are consistently well above average in English, mathematics and above and sometimes well above in science. In 2002, the proportion of pupils who achieved a level higher than expected for their age was also well above the national average in all three subjects. The school also performs consistently well when compared to similar schools. Inspection findings show that pupils in the present Year 6 are on track to achieve above average standards in English, mathematics and science. This does not suggest a fall in standards from the previous years but reflects the natural ability levels of all pupils. In addition, a wider range of evidence is analysed than covered in the national tests. Also, the small numbers in each year group can sometimes make comparisons with national results less reliable. Children make a very good start to their educational lives in the reception class. Progress then is consistently good in Years 1-6. As a result, by the time that pupils leave school they are achieving well given the attainment when they start school, with tasks and activities generally well matched to pupils level of abilities including those with special educational needs (SEN).
2. Standards in all aspects of English are above average by the time that pupils leave school. Throughout the school, teachers provide good opportunities for discussion and emphasise the importance of listening to and respecting the views of others. For example, in one lesson, pupils showed an ability to think logically about current affairs when they offered reasoned argument for their stance on the threat of war in the Middle East. Pupils listen attentively to each other, often modifying their own views after listening to their classmates.
3. Standards in reading are also above average. The school has placed an increasing emphasis on ensuring that early reading skills and strategies to tackle unfamiliar words and phrases are now taught in a systematic manner. As a result, in Year 6 many pupils are expressive, confident and knowledgeable readers. Pupils are introduced to a wide range of literature, and currently more able pupils in Year 6 are reading Michael Foreman's book *War Game*, which they are able to skim and scan in order to justify their opinion. Most pupils have an astute understanding of all texts read and read with expression, interpreting punctuation well to bring the text to life.
4. Writing is also taught in a systematic manner and teachers provide a wide range of opportunities for writing not only in specific English lessons but also in other subjects of the curriculum, so that they are able to practise and refine their skills in meaningful ways. For example, in geography, pupils researched different countries using the computers, and made notes to help their writing later while in a specific literacy lesson, pupils read their nonsense poems with expression and showed an intellectual understanding of this form of writing. Teachers always ensure that key subject vocabulary is understood and used, so that in science for example, pupils are not only able to record and explain their experiments, but use the correct terminology, which not only reinforces pupils' literacy skills but ensures that higher standards are attained in science.
5. Pupils are also on track to attain above average standards in mathematics at the end of Year 6. The emphasis that the school places on examining different strategies to solve problems enhance pupils' learning and attainment. Mathematics is also used well in other subjects and is another reason why standards are above average. The mental agility sessions that are now an integral and enjoyable feature of most lessons across the school are successful in developing pupils' ability to solve calculations at speed and with accuracy. In many lessons, the tasks set are challenging and interesting so that pupils are eager to learn and maintain their interest. There is also good use of mathematical language and use of practical activities to clarify learning points. Pupils expressed a real enjoyment for mathematics, which was shown in the enthusiasm for the subject across the school and this is a significant factor for the high standards.

6. Standards in science are also above average but have not always been as high as in English and mathematics. This is because the subject in the past did not generally have as high a profile as the other two subjects, and some elements such as 'solids, liquids and gases' were not covered in sufficient depth. In addition, girls were not achieving as well as boys. In response, the school improved planning and monitoring and, as a result, standards rose in 2002 at the end of Year 6 in the national tests. This also owes much to the good quality of teaching, which now ensures that pupils cover all elements of the subject in depth, and as a result, pupils now have a good knowledge base. A good balance is struck between the development of pupils' scientific skills and the acquisition of investigative skills. As a result, pupils are enthusiastic and want to find things out for themselves. Good links are also made with other subjects such as mathematics, when pupils use a variety of measurements to record their findings. The school is keen to maintain the improvement in standards and is planning a science club and also targeting work towards motivating the girls.
7. The very good teaching in the reception class ensures that the majority of children make very good progress, and far exceed the expected standards in each area of learning by the time they start in Year 1. As a result, of exciting teaching and a very good range of learning opportunities, children extend their skills in reading and writing independently and apply their knowledge of letter sounds really well in their work. The teachers work very hard to develop the children's speaking and listening skills, and this contributes significantly to the children's very good progress in all areas of learning. They also very effectively develop their knowledge of numbers, reinforcing this through a wide variety of practical activities. The school has given a much higher profile to pupils' physical development and has improved the outdoor facilities and resources so that children also make very good progress in this aspect of their learning.
8. Teachers' planning in the reception class is very good, and children's progress is very carefully assessed, so that individual learning needs are identified and this makes a significant contribution to the progress they make. Children are treated as individuals and opportunities to discuss their ideas, share their views and gain a greater understanding of what is being taught is constantly developed. The quality of classroom support is also very good and makes a positive contribution to the very good progress the children make. Overall, children are highly interested in their learning, show a maturity beyond their years and have a very good start to their education.

Teaching is of a consistently good standard, which contributes significantly to the good learning and achievement of pupils. Very good teaching assistants support teaching and learning.

9. The quality of the teaching is consistently good and this makes a significant contribution to the good progress that pupils of all abilities make, to the quality of learning and to the high standards of attainment that are often reached by pupils when they leave school. At its best, good teaching challenges pupils to become involved in the task from the beginning of the lesson. The teachers demand and set high standards for the pupils.
10. Since the last inspection, the school has worked hard in improving its monitoring and evaluation of teaching and learning, particularly in English, mathematics and science. Teachers use appropriate and varied teaching methods to motivate pupils, which are supported by the effective class management. Lesson planning is good, and a good range of practical and stimulating activities promote pupils' learning well. Literacy and numeracy skills are taught well. They are taught in a direct and progressive manner and this adds much to how well pupils attain. They are also promoted well in other subjects, such as history, science and geography. The teaching and development of basic skills is a strength in teaching that ensures that pupils are being equipped with skills that are needed to carry out a range of tasks effectively. Whether it is the skills to scan texts quickly in order to gain information, or note taking at speed, the precise and sequential teaching produces good strides in learning. These skills, used well in all subjects, are used best in information technology when pupils are encouraged to locate a wide range of information independently.
11. The marking of pupils' work is conscientious and is at its best when it not only celebrates effort but also offers guidance on how to improve. Teachers use questions well to challenge pupils and encourage them to express their views and ideas. This was seen in a geography lesson when

pupils at the end gave their opinions relating to urban and rural living. Because of the good relationships and good quality questions, pupils listened carefully to each other and respected their friends' contributions. Teachers are also skilful at using questions not only to help pupils reflect on their work but also as a means to evaluate their learning. This ongoing assessment is recorded, monitored and used by teachers to adapt their planning. This means that teachers are always pushing learning along rather than consolidating or re-covering previously learned work. Teachers also have good subject knowledge and, as a result, are confident and clear in their explanations of what they expect from the pupils. This contributes well to the good quality learning.

12. Good opportunities are provided to enhance pupils' learning through the regular setting of homework. Tasks that are set cover a wide range of activities and learning is certainly enhanced through home based research. Older pupils spoken to during the inspection recognised the value of homework, stated that it was quite enjoyable, and "kept them in the mood".
13. Teaching assistants also make a valuable contribution to lessons. They have a good understanding of the expected learning outcomes, and how they can support pupils to achieve them. They liaise well with class teachers, following the planning provided and, on occasions, contributing to the evaluation of learning. They are well trained and highly motivated to contribute to pupils' learning, especially pupils with learning difficulties. Because the teaching assistants are supportive without being too directive and recognise when to stand back and allow the pupils to work independently, these pupils gain confidence, make good progress and improve their self-esteem.

Pupils have very good attitudes to learning, and very good behaviour and relationships with each other and the staff. This contributes positively to learning and achievement.

14. In the reception, class children quickly become accustomed to the routines and demands of school life and quickly become very independent. They respond in an enthusiastic manner to the teachers' high expectations of good behaviour. They show very sensible attitudes to work and high levels of concentration and readily help each other because of the interesting and supportive learning environment.
15. In the rest of the school, pupils are also well motivated, respond very well to the teachers, and are always interested in the varied activities provided by the school. They take pride in their achievements and are open to suggestions on ways and means of improving their work. Pupils are taught to respect each other and their teachers, and they listen well and show, in their answers and comments, that they understand. Pupils in Year 6 indicate they have a clear understanding of the importance of their own learning, and recognise that the targets they are set as individuals will help them improve their performance. In the majority of lessons, objectives are made clear to pupils of all abilities of what they should learn from the lesson.
16. There is a strong moral code through which the pupils are asked to recognise what is right and wrong. The school generates a strong sense of the school as a family in which each child is valued. Together, these factors help pupils to give of their best in classrooms around the school and in the playground. The result is very good behaviour. Pupils, for example, play together happily and, when eating lunch, the behaviour and conversation contributes towards it being a meaningful social occasion. Pupils take good care of the school and its environment. Communication between the staff and pupils is friendly and supportive, and the rewards system and the good use of praise encourage pupils to give of their best in classrooms, around the school and in the playground. The atmosphere created supports the pupils' learning well and is a major contributory factor in the good, overall progress they make.

The headteacher and the senior management team, supported by the governing body and curriculum co-ordinators, provide good leadership and management.

17. The leadership provided by the headteacher is good and there has been a good improvement in the leadership and management of the school since the last inspection. The headteacher has worked hard to create a hardworking school. She is not complacent and has ambitions to

maintain and further improve standards. She has a clear vision for the school, and at the heart of this is the provision of high quality teaching to ensure good standards. There is a strong team of teachers, who are committed to raising standards, but at the same time, they have not lost sight of the needs of individual pupils. The governing body fully endorses this view. A strong senior management team effectively complements the skills and expertise of the headteacher. The headteacher knows the school well and has a clear view of its strengths and weaknesses. She is encouraging of a corporate style of leadership to which individual teachers are responding well, and as a result, they are more involved in the running of the school.

18. The governing body contributes well to the effectiveness of the school and is strongly committed to it. There is a new initiative for governors to pair up with a curriculum co-ordinator to help gain an insight into the standards of teaching and learning in the school. This is beginning to improve their level of knowledge and expertise and is enabling them to become more fully involved in further discussions and developments, so that they can more easily hold the school to account for the quality of education that it provides. They also fulfil their strategic responsibilities well.
19. The governors are particularly strong at managing the school's finances and they apply the principles of best value well. For example, they compare the school's performance with that of other schools and through a committee structure, analyse the cost-effectiveness of planned developments. Outcomes are based on comprehensive documentation provided by the school to help them come to their decisions. They also recognise that the issues in the school development plan are the means to move the school forward. The school has effective performance management procedures, which are well known to the governing body, who help administer them well.
20. The role of the curriculum co-ordinator has been developed and there are good procedures to monitor and evaluate the quality of teaching and learning. Co-ordinators are involved in the significant work of analysing data to develop areas for improvement. The school itself sets challenging targets and has strategies in place to raise pupils' achievement and staff expertise through suitable in-service training.
21. The budget has been well used to improve the building and, in particular, the setting up of an ICT suite, which, in a short time, has made a positive impact on pupils' learning.

A very good range and quality of learning opportunities are provided within and outside the formal curriculum in Years 1-6 that add much to the quality, depth and range of pupils' learning. A very good range of visits and extra-curricular activities enhances and extends the pupils' experiences.

22. The school provides a very broad and balanced curriculum with an exciting array of meaningful tasks that ensures that all elements of many subjects are taught in sufficient depth to enable pupils to gain a good knowledge and understanding of these subjects, and thus develop a good range of skills. There are clear subject policies and schemes of work, many adapted from published material, but personalised for use by the school. They support planning effectively and ensure that there is a consistently good progress of subject skills. There is a strong focus on numeracy and literacy that is often extended into other subjects; for example, measuring in design and technology, graphs in science, and accounts of historical characters and events. This is also a very inclusive school: no pupil is left out of any visits or activities and there are many good opportunities for girls and boys to learn and make progress together.
23. The provision for pupils with SEN is very good and fully complies with the revised code of practice. Arrangements for identifying and assessing their needs are well established and very thorough. Reviews of the very good individual learning plans take place regularly and arrangements for withdrawing individuals are sensitively handled and effective. Classmates celebrate individual success and evidence shows that this benefits the SEN pupils. There is a climate of respect and pupils work well in mixed ability groups in many areas.
24. Although the school is small, it provides a very good range of extra-curricular activities, such as an arts club, recorders, athletics, netball and football. Throughout the school, staff recognise the added dimension that visits and visitors can bring to pupils' learning. Consequently, pupils take

part in many local activities, including sporting and cultural events with local groups of schools that enhance their experiences very well. School trips are wide and varied and also support all aspects of the curriculum effectively. For example, Year 6 pupils visit France and Cornwall, and use these experiences effectively to enrich their learning in geography and history, as well as very effectively supporting their social development. A good range of local

speakers and speakers from further afield promote pupils' awareness of the wider world and cultural activities such as music and visiting artists promote an awareness of the pupils' own cultural heritage as well as developing an understanding of other cultures and faiths.

WHAT COULD BE IMPROVED

Extent of challenge for more able pupils.

25. Although more able pupils make good progress, and attain higher levels in English, mathematics and science, in a few lessons they are not as challenged by their work as they could be. For example, one of a number of improvements in teaching since the last inspection has been the sharing of targets or learning objectives with pupils at the beginning of each lesson. In most lessons, the learning objectives are appropriate, but they do not always focus sufficiently on extending more able pupils. Consequently, although those pupils have more difficult work, it is not always as sufficiently challenging as it might be as teachers' plans do not always identify and cater for the distinctive needs of this group. This was seen in a science lesson for example, when older pupils were involved in investigations about forces using elastic bands. While more able pupils were able to work independently, in a 'round robin' of activities, there were no extension activities that would have challenged them further when they finished the work quickly.

The overall quality of teaching, although good, could be improved further.

26. Teaching is good overall, but there are teaching strengths and techniques in the school that are not always productively shared with colleagues. These professional skills, although shared informally, are not shared in a planned manner. All staff are determined to improve pupils' performance but appropriate opportunities to raise standards in their own teaching by observing colleagues teach is limited. Teachers speak positively of the support they have received from curriculum co-ordinators and colleagues to improve, but would welcome more regular feedback on their performance and the opportunity to take notice of benchmarks for good practice in other classes. For example, although there is some good teaching of handwriting skills, this is not consistent in all classes. Senior management have a clear view of the quality of teaching expected from staff and work hard to achieve it. With the wide spread of abilities and many children with specific needs, it recognises that meeting these needs can only be fully achieved with the provision of consistent good teaching. The school recognises the need to share the good and very good teaching already in the school, to help raise standards even further in the school.

Opportunities for pupils to take responsibility.

27. The school has identified the need to build a more coherent strategy for raising pupils' levels of personal responsibility around the school. Although there was evidence of pupils taking on additional responsibilities in the school, such as helping in assemblies, this is not a strong feature of the life of the school.
28. Where opportunities are given, pupils respond well, but opportunities to use their initiative in a structured and purposeful manner are currently informal. The school is already addressing this issue and, as part of its new personal, social and health education programme, is rightly intending to bring pupils more into the management of the school, for example by giving pupils a voice in the daily day-to-day operation of the school through a school council.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to build on what has been achieved and to improve further, the school should:

1. Extend the challenge for more able pupils by:

- Teachers identifying and providing more challenging learning opportunities in their short-term planning;
- Reviewing their teaching and learning strategies to meet such pupils' needs;
- Identifying talented pupils and planning provision for them as a distinct group;
- Involving pupils in setting their own learning goals.

2. The overall quality of teaching, although good, could be improved further by:

- Using team meetings to discuss standards in marking and presentation of pupils' work;
- Using staff meetings to review teaching and learning strategies on a regular basis;
- Developing formal procedures for the sharing of good practice.

3. Improve opportunities for pupils to take responsibility by:

- Ensuring that there is a formal structure of responsibilities provided for all groups of pupils;
- Pressing ahead with the planned school council.

The governing body may also wish to include the following minor issue into their action plan to improve the school's links with parents:

- * Developing a mechanism to obtain parents' views of school developments; and to involve parents more formally in the target setting process for their children;
- * Continuing efforts to urge parents to recognise and minimise the dangers of parking outside the school gates.

* The school has already identified these issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	14	5	0	0	0
Percentage	0	17	61	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

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)		189
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		26

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	14
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	4	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	76 (80)	76 (80)	76 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	15	17
Percentage of pupils at NC level 2 or above	School	76 (80)	88 (80)	100 (95)
	National	85 (85)	89 (89)	89 (89)

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

Individual totals for boys and girls have been omitted because the total number of girls is less than 11 therefore pupils could be identified.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	20	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	28	27	28
Percentage of pupils at NC level 4 or above	School	93 (94)	90 (86)	93 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	29	27	28
Percentage of pupils at NC level 4 or above	School	97 (89)	90 (83)	93 (100)
	National	73 (72)	74 (74)	82 (82)

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

Individual totals for boys and girls have been omitted because the total number of boys is less than 11 therefore pupils could be identified.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	2.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	189
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	50	44	6	0	0
My child gets the right amount of work to do at home.	41	50	9	0	0
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	41	38	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	0	0	3
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	24	65	12	0	0
The school is well led and managed.	38	56	6	0	0
The school is helping my child become mature and responsible.	44	53	3	0	0
The school provides an interesting range of activities outside lessons.	29	53	15	0	3