

INSPECTION REPORT

Newport Primary School

Newport, East Yorkshire

LEA area: East Riding of Yorkshire

Unique reference number: 117860

Headteacher: Mr. C.R Douglas

Reporting inspector: Margaret Burslem
13210

Dates of inspection: 11th to 12th November 2002

Inspection number: 247820

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: Primary

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Main Road
Newport
East Yorkshire

Postcode: HU15 2PP

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Appropriate authority: Governing Body

Name of chair of governors: Rev. S. Foster

Date of previous inspection: 2nd to 13th February 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newport Primary school is situated in the village of Newport near Kingston upon Hull. The school has 134 pupils on roll with 20 more boys than girls. The school caters for children from the local community and from surrounding villages. The social and economic circumstances of the pupils are below average. A below average percentage of pupils claim free school meals (7%). However, this statistic is misleading as a large number of people in the area, although working, are in low paid employment. When pupils start in the Reception class their attainment is generally below average. A below average percentage of pupils (18%) in the school have special educational needs. This includes pupils with moderate and severe learning difficulties and dyslexia. Of these pupils one has a statement of Special Educational Need. This number is also below the national average. All the pupils are white with English as their first language. Soon after the children enter the Reception class they are formally assessed in early language, literacy, mathematical and social skills. The results are below the average scores achieved by other children assessed by the same procedures nationally in language and literacy. They match the national average scores in mathematical and social and emotional development.

HOW GOOD THE SCHOOL IS

Newport Primary is a very effective school. Pupils' good behaviour, positive attitudes and good relationships throughout the school contribute to an effective learning environment. Pupils with special educational needs are fully integrated into school life. Very good quality teaching enables pupils to achieve very well when their previous learning is taken into account. They reach standards that are well above average when they leave at the end of Year 6. The governors, headteacher and staff work as a very caring team to ensure that pupils' experiences are constantly enriched. The school provides good value for money.

What the school does well

- The school has been successful in raising standards because its procedures for assessment are very effective. They enable the staff to track individual pupils' progress and to plan what they will learn next;
- Pupils' attitudes to school and their personal development are very good because all staff work very hard to ensure that all pupils are well cared for and included in all activities;
- Pupils with special educational needs achieve well because of the very effective procedures established to promote their progress;
- The good teaching overall in English, mathematics and science is the key factor influencing the well above average standards attained by pupils by the end of Year 6;
- The quality of provision in the Reception class is good in most areas of learning. This helps children make a good start to their education;
- The governors, headteacher and staff work closely together to lead and manage the school very effectively. They bring clear direction and purpose to the work of the school and this is recognised and valued by parents.

What could be improved

- The use of information and communication technology to support pupils' learning in other subjects of the curriculum;
- Children in the Reception class have no regular access to large apparatus and wheeled toys;
- Access to the school is hazardous because of the lack of traffic restrictions in the immediate vicinity of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. It has made very good improvements in the key issues identified then:

- The governing body now uses the regular financial information provided by the headteacher and the local education authority (LEA) to make decisions to support educational developments;
- Monitoring and evaluation procedures are now in place and outcomes are used to develop the school improvement plan;
- Procedures for staff performance management are now fully in place and outcomes are used to define training needs;
- Assessment and tracking of pupil progress are now strengths of the school;
- Marking of pupils' work is now consistent and provides individual pupils with information on what they have to do to improve further;
- Handwriting is now well taught;
- Attainment in music is now in line with national standards. Pupils' learning in the one lesson seen was good.

Standards have also improved from below average to well above average since the last inspection. The quality of teaching has improved as well. There is now no unsatisfactory teaching. During the inspection one lesson observed was rated as excellent. The school is clear about how to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	C	E
mathematics	B	A	B	C
science	D	A	B	C

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

The results of the national tests for Year 6 in 2002 were not as good as the previous year because more than a third of the class were on the special educational needs register. With small year groups too much emphasis should not be placed on one year's performance.

All pupils are achieving very well by the time they leave the school at the end of Year 6. The trend in test results over time for pupils in Year 6, although dipping in 2002, is improving faster than the national trend. This is because of the school's continual attention to raising standards and improving teaching. The school's targets for pupils to reach the national expectation (Level 4 and above) in 2002 have been exceeded. The school has set challenging targets for 2003 and is on course to reach them. The quality of work seen in lessons was impressive. Pupils in Year 6 are achieving very well in English, mathematics and science.

When pupils first start school they attain standards that are below average overall. In communication, language and literacy the children's attainments are below average. Their personal, social and mathematical skills are average. Children achieve well overall in the reception class. The careful attention given to children's personal development and to academic development as well ensures that by the time they start Year 1 they have reached the national expectations, i.e. the Early Learning Goals.

By the end of Year 2 pupils' standards in the 2002 tests were average in reading, below average in writing and above average in mathematics when compared with schools nationally. When compared with similar schools (based on the percentage of free school meals entitlement) pupils' standards were average in reading and mathematics and below average in writing. Because of the high number of boys in the Y1/2 class the teacher has modified the curriculum to make it more practical. She has done this because her assessment procedures show that the boys learn best when the activities are practical in nature. The pupils achieve as expected in Years 1 and 2, consolidating their skills and knowledge. The curriculum modification supports the achievement of both boys and girls. Work of pupils in Year 2 seen during the inspection indicates that standards in writing are better than last year. In reading and mathematics the standards seen match previous test results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils are very keen to attend school. They settle quickly to their lessons, enjoy what they are doing and work hard.
Behaviour, in and out of classrooms	Good. Pupils are polite and show good levels of respect.
Personal development and relationships	Very good. Pupils readily help each other and form very positive relationships. All adults act as very good role models.
Attendance	Good. Above average.

TEACHING AND LEARNING

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

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching and learning are very good overall and have improved since the last inspection. All teaching is now satisfactory or better. More than eight out of ten lessons were good or better with two in five lessons very good or excellent. Teaching is very good overall in English and good overall in mathematics and science. This has had a good impact on improving pupils' standards and achievements since the last inspection. Literacy and numeracy skills are well taught and pupils used these skills appropriately in other subjects such as science.

Teachers prepare very well for their lessons. Learning support assistants are clear about their work with pupils in the few lessons in which they are involved. Teachers ensure that all pupils are included in lessons by adapting the work when necessary. Pupils with special educational needs (SEN) and gifted and talented pupils are well supported. Higher-attaining pupils are suitably challenged. All pupils are keen to learn. They concentrate and respond well. Where teaching has some weaknesses but is still satisfactory there are insufficient resources or there is an unsuitable choice of resources.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very good range of experiences for pupils including a variety of visits and visitors.

Provision for pupils with special educational needs	Good. Procedures for monitoring pupils' progress are very good. High quality support for these pupils is provided by the LEA Support Service. The teacher from the service works in concert with the school's own special educational needs co-ordinator and learning support assistants. Provision would be further enhanced if all classes could benefit from full-time classroom assistant support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual development is good and there is very good provision for moral and social development. There is also satisfactory provision for cultural development and pupils are adequately prepared for life in culturally diverse society.
How well the school cares for its pupils	Very good. The school provides a caring, supportive environment for all its pupils. There are very good arrangements and procedures for assessing pupils' attainments and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by the deputy headteacher, has established a positive climate for learning. A team of dedicated teachers work well together, sharing responsibilities.
How well the governors fulfil their responsibilities	Very good. Governors have a very clear sense of the school's direction and the focus on raising standards further. They fulfil their role very well and generally make a positive contribution to the life of the school.
The school's evaluation of its performance	Very good. The school has a very clear picture of its performance by closely monitoring pupils' standards and the quality of teaching. As a result the school knows how well it is performing and recognises where further improvements need to be made.
The strategic use of resources	Very good. The school understands and applies the principles of "best value" well when analysing spending and how this impacts on standards and teaching.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased with all aspects of the school and they are especially content that: • Pupils are expected to work hard • Pupils like school and make good progress • The quality of teaching is good on the whole • The management of the school is effective • The school works well in partnership with them 	<p>A small minority of parents mentioned in the questionnaires</p> <ul style="list-style-type: none"> • The range of activities provided outside lessons.

The inspection findings agree with the very positive views expressed by parents. The inspection team feels that the range of activities provided outside lessons is in line with those offered by schools of similar size.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has been successful in raising standards because its procedures for assessment are very effective. They enable the staff to track individual pupils' progress and to plan what pupils will learn next

1. Standards achieved are well above average by the end of Year 6. The high quality of teaching and learning in many lessons makes it easy to understand why the results in national tests for Year 6 are so high. The results of the national tests for Year 6 were not as good as the previous year because more than a third of the class were on the special needs register. The small number of pupils in each year group makes it very difficult to compare year-on-year results. Pupils of all abilities receive skilled help and encouragement. This motivates them to make as much progress as they can during lessons. As a result they achieve very well.
2. From the start of the inspection it was clear how well the school's systems for assessing pupils' needs and progress work in practice. Lessons were observed where pupils of all abilities were making good progress because of clear learning objectives and marking of previous work which clearly explained to pupils what they needed to do to improve. For example, in English books in Year 6 a pupil's target was to improve writing of direct speech. The pupil had used speech marks but had joined all of the spoken parts together. The teacher's comments praised him for the part of the target he had achieved and added: "Remember when a new person starts to speak start a new line." This helps the pupils to focus on specific points they need to improve.
3. Teachers' planning takes account of previous work for all pupils and work set during lessons and for homework is designed to extend learning. In one English lesson in Year 5/6 the teacher's use of whiteboards at the start of the lesson enabled her to encourage pupils of all abilities to extend their vocabulary. In this lesson the pupils were able to explore characters and give reasons for their ideas, one example being a pupil who said, "She could be bossy because she is controlling what happens". Another pupil used words from the text to justify his reason, "She is noisy because it says, 'she exclaimed loudly'."
4. Some of the first things to strike an observer are the teachers' enthusiasm and knowledge of their pupils. They were evident in numeracy, literacy, design and technology, art and music lessons. For example, in a Year 1 literacy lesson the teacher had chosen a text that she knew would appeal to the pupils: "Dogs can't read." She introduced the book to the pupils in a lively and exciting way. The pupils responded extremely well and were excited and keen to join in. This enthusiasm was because of the teacher's approach. The teacher capitalised on this during the second part of the lesson. She built up suspense by the use of well-timed pauses. For example, the pupils knew the word Ben and the teacher repeated the name slowly, emphasising the sounds of the letters. She then said: "Who knows a word...." she paused and the pupils waited eagerly to find out what was coming next. When she continued "... that sounds like Ben?" the class were bursting to share ones they had thought of. The pause gave the pupils time to think. They recognised that the pause meant that they were going to be able to join in. This lesson continued in the same well-organised manner with the class first identifying signs in their own classroom and then going on a walk around the school to find other signs. This gave them a purpose for recording. They took pride in their work and the higher-attaining pupils were able to hold a discussion about the difference between signs and the labels designed to attract people to read pupils' work.
5. In a design and technology lesson in a Year 1/2 class the teacher transmitted her enthusiasm for the activity to the class. She had chosen to link the design and technology lesson to her literacy lesson because she has a high number of boys in the class and she has identified that many of them learn best through practical activities. She used very effective questioning to ensure that pupils fully understood what was expected of them and allowed them time to discuss with their peers which of the characters from Goldilocks and the Three Bears they were going to design and eventually make. By the time they were ready to begin their designs most groups had identified and begun to solve some of the possible difficulties. The designing part of the lesson was well

focused, well paced and enabled all pupils to make very good gains in their learning. This was because the teacher had, through assessing the needs of all individuals in the class, planned a lesson to support literacy development through a practical design and technology lesson. She shared with the class that when they had made the finger puppets they would be using them to produce a puppet show for children in the reception class. This obviously gave the lesson a good impetus as the pupils were given a goal.

6. In a Year 5/6 numeracy lesson the teacher ensured that the pupils gained a greater knowledge and understanding of shape by focusing on names and properties of shapes. Through thorough assessment of the pupils' prior learning she planned a lesson that enabled the higher-attaining pupils to work at a level that provided them with challenge and resulting in them being able to make very good progress. This was done, in part by asking them why and how they knew. She was able to maintain the appropriate level of pace and challenge throughout the lesson by the very good use of whiteboards. This enabled her to see, at a glance, the pupils that needed extra support and those who required a greater challenge. This constant ongoing assessment enables the pupils to make very good progress and provides them with information about their learning.
7. In all classes teachers begin by building effectively on prior learning. They encourage pupils to reflect on what they have learnt recently. They encourage pupils to consider marking comments made on previous work. They then move on to prepare pupils for what they are to learn in the lesson and remind individuals about their targets. For example, in a Year 5/6 extended writing lesson the teacher referred the class to the work that they had done in a literacy lesson. She gave them time to identify the elements that would be useful for the writing that they were about to start and asked several pupils what they were going to focus on specifically in the lesson and why. The pupils were able to understand that the purpose of meeting their target was that their writing would improve. This assessment information provided them with purpose and encouragement.
8. Reviews of progress during lessons and a summary of learning at the end of lessons are managed effectively and help pupils become aware of their own learning and of the progress made during the lesson. For example after a Year 4/5 lesson I heard a group of pupils discussing what they had learnt about styles of writing by looking at a range of book covers. One of them went on to explain to the others how she was able to identify what she had learnt during the lesson by showing them her diary. She explained how she was going to write in the future, not using the pronoun I but writing in the third person "so that people will think I am mysterious."

Pupils' attitudes to school and their personal development are very good because all staff work very hard to ensure that all pupils are well cared for and included in all activities.

9. The school has worked hard to provide a good range of experiences including sports clubs, visits and visitors. The latter include artists and authors. Outside visits include Cruckley Farm and a residential visit, for Year 6 pupils, to Cober Hill in Scarborough. As a result of the wide range of activities and approaches the pupils enjoy coming to school and are generally keen to learn. Pupils respond very well to teachers and other adults.
10. Pupils themselves recognise how behaviour has improved because of the interesting activities they are able to be involved in. The school has been successful in improving the environment for pupils and it now benefits from two playgrounds, an extensive playing field, good-sized resource areas and a computer suite. The lunchtime supervisors are effective in overseeing and keeping pupils productively active. They are able to defuse potential conflict situations by engaging pupils in conversation and suggesting modifications to their games. The lunch hour is a pleasant time of the day and pupils appreciate their free time with their friends. Relationships between pupils and adults are very good and pupils respond well to adult direction if any behaviour needs to be checked.
11. Pupils show good levels of maturity and are willing to organise themselves independently; this includes the youngest children in the Reception class. For example, at the start of the school day the children leave their parents or carers, greet adults and immediately settle to one of the

activities provided for them. They work and play very well together and help each other when necessary.

Pupils with special educational needs (SEN) achieve well because of the very effective procedures established to promote their progress.

12. Parents recognise the work that the school does to support the pupils with SEN. All staff know the pupils well and plan effectively to ensure that the activities provided for these pupils are appropriate.
13. The support teacher for pupils with SEN uses a variety of resources to stimulate the pupils on the special needs register who she works with on her weekly visit. She liaises with the special educational needs co-ordinator (SENCO) and the learning support assistants who work with the pupils during the rest of the week. However, the time the pupils with SEN have support in lessons is very limited as the school currently has very few learning support assistants or classroom assistants. This puts extra pressure on teachers and, though they are coping well but, should money become available, consideration could be given to enhancing support.
14. Teachers conscientiously adapt the way they explain to pupils the activities they are doing, such as supporting individual pupils by sounding out the letters in words using humour and questions to support pupils' efforts. This enables pupils to understand and to succeed with what they do. Pupils' individual education plans (IEPs) are of good quality and class teachers successfully refer to the IEPs in their teaching so that pupils' specific learning needs are planned for and supported. Learning support assistants who work specifically with individual or groups of pupils give the teachers good verbal feedback to enable them to plan the pupils' future work. As a result the pupils make good progress.
15. The provision for SEN is very well led and managed by the SENCO who works effectively with the LEA support teacher for special needs, class teachers and learning support assistants to identify pupils who need extra help and to monitor progress. The SENCO keeps careful track of all pupils on the SEN register and ensures that each pupil is monitored closely and that parents are kept regularly informed.

The good teaching overall in English, mathematics and science is the key factor influencing the above average standards attained by the end of Year 6.

16. Since the previous inspection the school has improved well because of the commitment of all staff and governors to improve pupils' standards and experiences. There is now no unsatisfactory teaching and the proportion of good and better teaching has improved significantly; the amount of very good and excellent teaching is now two in five lessons. By evaluating teaching on a regular basis and using advisers from the LEA the senior management team has successfully begun to establish ways of making further improvements, such as regular training.
17. One of the most significant factors in the good teaching is the level of teachers' subject expertise and enthusiasm. Teachers' expectations of the pupils' work are high. For example, in all lessons observed the teachers told the pupils exactly how much time they had for tasks. The younger pupils were told how much they were expected to produce while the pupils in Years 5 and 6 were asked what they were expecting to achieve and what they needed to remember. Higher-attaining pupils are appropriately challenged. For example, in numeracy lessons pupils are constantly asked how they have arrived at their answers and are expected to demonstrate their working out in their written work. Comments in the marking give the pupils a clear indication of what they need to do to improve. For example: "Well done. You have remembered to use capital letters at the start of each sentence. You need to remember that peoples' names also need capital letters." Lessons are well paced and teachers remind the pupils about how much time they have had and how long they have left. The quality of teaching in English is very good; in mathematics and science it is consistently good. As a result of the good teaching and the commitment of staff to ensure that the needs of all pupils are met, the pupils make good or very good gains in their learning. All teachers

have a very good knowledge of the National Literacy and Numeracy Strategies and their planning reflects this.

18. Strengths in the quality of teaching include effective teaching methods chosen to capture the pupils' interest, good pupil management, and well-planned lessons that build upon what the pupils already know. For example, in a Year 1 literacy lesson the teacher used the pupils' knowledge of simple three-letter words to produce lists of words changing the vowel in the centre; such as leg, log, lag. The pupils had not come across the word 'lag' before and there followed an interesting discussion about covering pipes and preventing cold getting in. The teachers use every opportunity to increase the pupils' vocabulary and general knowledge. Teachers make good use of questions to find out what the pupils have learned and to check understanding. For example, in a Year 3/4 numeracy lesson the teacher was introducing multiplication. She did this by asking questions about addition and doubling and the pupils were able to use what they already knew in a different situation.
19. Teachers use displays well for promoting interest in a range of subjects and this is particularly true in science. In all classes displays were evident. The displays were of work produced by the pupils and also objects surrounded by statements and questions. This encourages the pupils to experiment and debate answers to the questions with their friends outside lesson times. This was particularly apparent in the Years 3/4 and 4/5. In Year 3/4 the display was about plants and growing things and in Year 4/5 it was about liquids, solids and gasses. In both classes it was obvious that the displays were used and discussions with pupils showed that they enjoyed this hands-on approach and that they had good scientific knowledge and understanding. Most teachers make good use of resources during lessons. Unfortunately, in one lesson there were insufficient white boards for all pupils and this detracted from an otherwise very good lesson. In a history lesson pupils were using a poorly-produced work sheet about Victorian Britain when they could have looked at the school building, which was built during Queen Victoria's reign.
20. As a result of motivating activities, pupils are interested in their work and they sustain concentration well. They know that they are expected to work hard and they strive to do their best. This has a positive impact on the standards attained. Teachers use the sessions at the end of each lesson to review pupils' work, and these sessions are also used for pupils to evaluate their own progress. This leads to pupils having a good knowledge of their own learning.
21. Teachers are willing to admit when they have not provided as much help and guidance as intended. An ability to recognise their own strengths and weaknesses leads to an honest and open evaluation of teaching methods with their pupils. This prevents the pupils feeling that they are to blame for slower than anticipated progress. It also helps pupils to discuss mistakes and admit when they need more practice in a particular area. This happened, for example, in a Year 3/4 mathematics lesson when there was confusion about a worksheet. The teacher noticed and stopped the class and explained again. The pupils were then able to continue and were able to demonstrate what they could remember and understand about multiplication.

The quality of provision in the Reception class is good in most areas of learning. This helps children make a good start to their education

22. The quality of provision for the Foundation Stage has been maintained since the last inspection. It is continuing to give children a good start to their education before they enter Year 1. When children enter the Reception class their attainment overall is below that expected for their age, particularly in communication, language and literacy. They are offered a broad and rich curriculum and all children, including those with special educational needs, make good progress. As a result most reach the nationally expected outcomes in personal, social and emotional development, language, literacy and communication and mathematical development.
23. There are good induction procedures and all children make a successful start to school life. Parents and carers are kept well informed about their children's progress. There is adequate provision of resources but the children do not have daily access to large climbing and balancing equipment necessary for their physical development.

24. The teaching of children in this class is good and has a strong impact on their learning. Teachers and support staff are sensitive to the children's needs and they provide a very caring environment. The teaching of basic skills is good and the children make good progress in early reading, writing and number skills. Adults interact appropriately with the children and are able to exploit opportunities to increase the children's vocabulary. For example, when the children arrive at school in the mornings the adults are on hand to support the children as they choose their first activities. As they work with the children they ask questions and model good language. They encourage the children to use their imaginations and tell stories about where the train is going to go to when they have laid the track. This encourages the children to take part and to stay on task. Activities are well organised and there is a good balance between child-initiated and adult-led work. Expectations are high and children make good progress.
25. By providing useful opportunities to develop the children's confidence and independence teachers promote the children's personal, social and emotional development effectively. They have established clear routines that help the children thrive. All children are developing a secure understanding of right and wrong. They treat equipment with care and respect and willingly tidy up after activities end. The children respond positively to the experiences offered and show an eagerness to explore new situations. The children willingly share resources when playing together, take turns when using equipment in the construction area and in the sand and water trays. They also show demonstrate what they have learnt following literacy sessions. For example, after an adult had introduced the children to the big book the children were allowed to choose their own activity. One child found a similar book and, following the style of the adult, she proceeded to read the book to a group of dolls and then to ask them questions.
26. By the end of the Reception class children attain standards in line with those expected in communication, language and literacy. Through structured play children develop their speaking and listening skills. They are beginning to use language appropriately to express their ideas in role play areas, for example in the hospital area. A few higher-attaining pupils are able to recognise simple words. Children's early writing skills are developing well. They use pencils with increasing confidence. Writing is being developed systematically and staff take care to ensure that letters are formed correctly.
27. Children meet the national expectations for standards in mathematics by the end of the Reception year. They are able to match shapes and are learning to sort objects by attributes such as colour, shape and size. They make good progress as a result of the good teaching they receive. Inspection evidence shows that children in the Reception class are on course to meet the early learning goals in creative development and knowledge and understanding of the world. However, the physical development of the children is hindered by the lack of regular opportunities for using large climbing and balancing apparatus and wheeled toys.

The governors, headteacher and staff work closely together to lead and manage the school effectively. They bring clear direction and purpose to the work of the school and this is recognised and valued by the parents

28. The good leadership and management are reflected in pupils' good behaviour and positive attitudes to learning, their respect for property and their harmonious relationships. The good ethos of the school has created an effective learning environment.
29. The headteacher leads the school effectively. He is well supported by an able deputy headteacher and the governing body. All involved in the school work well together to bring about improvements. Since the last inspection, many new strategies have been introduced, such as reviewing policies, introducing very good assessment and monitoring procedures and analysing and using test results to track pupils' progress, that have improved educational standards. This is reflected in the National Curriculum results for Year 6 in English, mathematics and science. Parents at the meeting for parents, together with the results of the questionnaire, demonstrate that they value the leadership of the school. The inspection team endorses this view.

30. Since the previous inspection good systems have been introduced for monitoring the quality of teaching and learning. Unfortunately this has had to be scaled down this year because of limited financial resources.
31. The school's improvement plan details appropriate action in managing the development of the school. The headteacher, staff and governing body co-operate well in the decision-making process and all contribute to its creation. The school recognises that the success criteria are too general to allow rigorous monitoring to take place. The school uses its strategic resources very well and priorities are supported through financial planning. This is an improvement since the last inspection.
32. The governing body is very well informed about the strengths of the school and the areas for improvement. Governors are supportive and work hard to help the school move forward. For example, there is an effective committee system that oversees the work of the school. They evaluate the effect of the school's spending decisions on standards and they receive regular reports from the headteacher. They analyse statutory test results. Analysis of current income and expenditure forecasts indicate that there will be a planned budget surplus at the end of this financial year. However, the indications for the following financial year show an anticipated overspend. The governors, headteacher and the LEA are reviewing possible savings. The governors are well aware of the principles of best value and they fulfil their statutory duties.

WHAT COULD BE IMPROVED

The use of ICT to support pupils' learning in the other subjects of the curriculum

33. Little direct teaching of ICT was seen during the inspection. Evidence provided by discussions and work scrutiny indicate that when ICT is taught, teaching is good. Teachers are competent and knowledgeable about the basic skills of ICT. Although there are clear objectives for the teaching of specific skills there is no planning of opportunities for computers to be used to support learning in other subjects. For example, pupils need to be using the computers as tools for learning and, when appropriate, using the computer instead of paper and pencil. This is the stage the school is at with the development of the ICT curriculum, and they are aware of the need to expand the use of computers.
34. The subject co-ordinator has a clear sense of direction for the subject and the recent staff training has, after a poor start, been successful. The computers that the school has are modern and function well. The computers in the computer suite are well used but the only computers seen in use in the classrooms were in the Reception/ Year 1 class and in the Year 5/6 class during a lunch-time. There was no planning for their use in any lessons observed. However, planning for the ICT suite showed that ICT skills are being developed, taking account of the needs of all aspects of the curriculum.
35. In Year 6, most pupils are confident in collecting and displaying data and they can explain with clarity the processes they use. Labels and displayed work indicate that pupils can use the basic editing functions of word processing skilfully and imaginatively to present work in a more attractive manner by changing font size, style and colour. Most pupils know how to 'log on' when surfing the Internet although there are limited opportunities for them to do this as part of normal lessons. An ideal opportunity was missed in a history lesson when, if the pupils had had access to the Internet, they could have used it to research Victorian Britain instead of using a work sheet.

Children in the Reception class have no regular access to large apparatus and wheeled toys

36. Overall the school provides well for the children in the Foundation Stage and the majority of children make good progress. Children's physical skills that are concerned with fine motor control, for example using pencils, paintbrushes, scissors etc. are developing well. However, there is no dedicated enclosed play area for use by children in the Reception class. This means that they do not have opportunities throughout each day to develop their large motor skills, for instance, when pedalling tricycles, manoeuvring wheeled vehicles, carrying equipment and climbing and balancing

on adventure equipment. The school has identified the need to improve the outdoor facilities for explorative and constructive play for children in the Reception class. While the children reach the goals set for this area of learning, standards are not as high as they might be.

Access to the school is hazardous because of the insufficient traffic restrictions in the immediate vicinity of the school

37. The school 'children crossing' warning signs are placed at a reasonable distance from the school as one approaches by car from either end of Main Road. However, there are no flashing hazard lights on these signs as would be reasonably expected, considering that the speed limit on this road is 40mph.
38. There are no effective traffic calming measures to slow down the traffic. There is no zebra crossing in reasonable proximity to the school and the school does not have a school crossing patrol warden.
39. There is a pedestrian bridge situated near to the school. However, this bridge is not completely safe because the railings are not high enough and although the steps and the bridge are covered with a safety surface it is worn and with the fallen leaves that had settled on the bridge it was slippery. It is not feasible for a person in a wheel-chair to use this bridge to cross Main Road. For people with pushchairs it is also difficult for them to use the pedestrian bridge. Inspectors and parents hold a reasonable lay opinion that the combination of factors outlined means that there is potentially some risk to the safety of pedestrians and children in particular.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. To raise further the standards of work and the good quality of provision in many aspects of the school, the headteacher, staff and governors should:

*Improve the use of ICT to support pupils' learning in other subjects of the curriculum by:

- Improving the school's planning to ensure that opportunities for the use of ICT are included where appropriate
- reviewing the software in school to ensure that resources are available to support curriculum areas

(Paragraphs 33-35)

*Provide regular access for reception children to large apparatus and wheeled toys by:

- improving ways in which children in the Reception Class can have daily access to the outdoor environment in order to develop their large motor skills for instance, by pedalling tricycles, manoeuvring wheeled vehicles, carrying equipment and by balancing and climbing on large adventure equipment.

(Paragraph 36)

Make the access to the school safer by:

- Consulting with the LEA, parish council, police and highway departments to examine the current speed limit, other traffic calming measures and ways of making it obvious to motorists that a school is in the vicinity.

(Paragraphs 37-39)

* These points have been recognised by the school as areas for development

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	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	7	2	0	0	0
Percentage	6.6	33	46.6	13	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 six percentage points

Information about the school's pupils

Pupils on the school's roll

	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	134
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

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	6
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	11
	Girls	13	13	13
	Total	21	21	24
Percentage of pupils at NC level 2 or above	School	84 (86)	84 (82)	96 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	9
	Girls	13	13	13
	Total	21	24	22
Percentage of pupils at NC level 2 or above	School	84 (86)	96 (95)	88 (91)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	12
	Girls	11	10	11
	Total	19	19	23
Percentage of pupils at NC level 4 or above	School	79 (96)	79 (96)	96 (100)
	National	75(75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	10	10	11
	Total	18	19	22
Percentage of pupils at NC level 4 or above	School	75 (70)	79 (91)	96 (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	134	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	0	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 refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	19
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	88

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	395187
Total expenditure	392384
Expenditure per pupil	2633
Balance brought forward from previous year	32327
Balance carried forward to next year	35130

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	134
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	0	0	3
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	29	68	3	0	0
My child gets the right amount of work to do at home.	33	57	3	7	0
The teaching is good.	65	32	3	0	0
I am kept well informed about how my child is getting on.	42	52	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	23	71	6	0	0
The school is well led and managed.	53	43	3	0	0
The school is helping my child become mature and responsible.	45	48	6	0	0
The school provides an interesting range of activities outside lessons.	13	35	39	10	3