

INSPECTION REPORT

COSGROVE PRIMARY SCHOOL

Cosgrove, Milton Keynes

LEA area: Northamptonshire

Unique reference number: 121811

Headteacher: Mrs C Newton

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 18th – 19th November 2002

Inspection number: 248286

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: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: 3, Bridge Road
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Milton Keynes

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Clark

Date of previous inspection: June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the village of Cosgrove in the south east of Northamptonshire close to the town of Milton Keynes. There are fifty seven pupils on roll between the ages of four and eleven. Pupils are mixed in terms of their backgrounds. Although most are drawn from the immediate locality of the school and from neighbouring villages, about 40% of pupils come from Milton Keynes. The school is popular, and many parents from out of the catchment area choose the school because of its 'village' ethos. Currently one pupil is known to be eligible for free school meals representing about 2% of the school population. This is very low in comparison with the national average, but does not give a true picture of the range of socio-economic circumstances of the pupils' families. Most pupils are of white ethnicity. Although two pupils have English as an additional language, neither is at an early stage of language development. Eleven pupils are on the school's special educational needs list. This represents 20% of the school population and is average. The school is able to accommodate disabled pupils and adults and is fully inclusive. Pupil mobility within the last year was unusually high with six pupils joining the school other than at the usual point of admission, and nine pupils leaving the school other than at the usual point of transfer. Pupils' attainment when they start school varies from year to year, and there can be significant differences because of the very small nature of some of the groups of pupils. The attainment of the current Reception group is average overall and spans the full ability range.

HOW GOOD THE SCHOOL IS

This is an effective school that has significant strengths in some areas of its work, and no major weaknesses. Pupils of all ages achieve well in relation to their age and ability, and make good progress in English, mathematics and science. The teaching of the Reception children is very good, and teaching in Key Stage 1 and Key Stage 2 is good. Pupils of all ages have very positive attitudes to learning, and their behaviour is very good overall. The school is very well led by the headteacher, who enjoys the full support of a hard-working and committed staff, and a knowledgeable and active Governing Body. The school gives good value for money.

What the school does well

- Pupils in Key Stage 1 and Key Stage 2 make good progress in English, mathematics and science. The provision for pupils with special educational needs is very good.
- Teachers make very good provision for the Reception children.
- Teaching in Key Stage 1 and Key Stage 2 is good.
- Pupils of all ages have very good attitudes to work and to school, and their behaviour is very good.
- The school has developed a very good partnership with parents and carers which has a very positive impact on the pupils' learning.
- The headteacher provides very good leadership for the school. The Governing Body is very effective.

What could be improved

- Standards in some aspects of English, mathematics and science could be even better.
- Standards in information and communication technology are below national expectations at the end of Key Stage 2 and could be higher.

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 October 1997. The school has improved at a very good rate since the last inspection. The key issues identified in the previous report have been fully addressed, national initiatives have been implemented, and the headteacher and Governing Body have identified and addressed a range of other priorities which have taken the school forward. A great deal of work has been done to improve the provision for the Reception children in the Foundation Stage, and this aspect of the school's work is now one of its strengths. The school has made very good progress in developing a realistic and manageable School Improvement Plan which contains focused and prioritised targets, and the school's assessment procedures, including the marking policy, have been updated and effectively implemented. Because of the strong commitment of the staff, headteacher and Governing Body, the school is very well placed for further improvement.

STANDARDS

The results of the National Curriculum tests for pupils at the end of Key Stage 1 and Key Stage 2 have been omitted because of the small size of the groups of pupils entered for the tests. For example, the 2002 Key Stage 1 cohort contained only four pupils. National comparisons of standards achieved and comparisons with similar schools would therefore be unreliable. Factors such as special educational needs and pupil mobility often have a significant impact on the overall results, and this makes it difficult and unreliable to draw conclusions about trends in pupils' attainment over time. The school sets accurate targets for English and mathematics at Key Stage 2 based on reliable assessment information which relates to individual pupils.

The inspection findings indicate that pupils in both key stages are making good progress, and that they are on course to attain appropriate levels in relation to their age and ability. However, even more could be done to raise standards further, by providing more opportunities for Key Stage 2 pupils to write extended pieces, and by improving pupils' investigative skills in science and mathematics. Within year groups there is a wide spread of ability, and teachers cater well for individual needs so that pupils achieve well. The school is very effective in the way in which it identifies and provides for pupils with special educational needs and those who are gifted or talented in specific areas of their learning. The attainment of children when they join the Reception class is very mixed, and the attainment of the current group of children is average. Reception children make very good progress across all areas of their learning, and most are on course to achieve the Early Learning Goals by the end of the Reception year.

Because of gaps in their learning arising from previous weaknesses in teaching, which have been addressed and resolved, pupils' attainment at the end of Key Stage 2 in information and communication technology is below national expectations. Younger Key Stage 2 pupils are on course to reach the expected level by the time they reach Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages and abilities have very positive attitudes to school. They enjoy learning, and take a full and active part in all activities.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils are very well behaved, polite and considerate of the needs of others. Older pupils are very solicitous of the needs of younger pupils, and without prompting by adults, play with them at playtimes, and help them in class.
Personal development and relationships	Very good. Relationships amongst pupils, and between pupils and adults, are very good, and help to promote a happy and friendly learning environment.
Attendance	Satisfactory. Attendance levels are broadly in line with the national average.

TEACHING AND LEARNING

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

The quality of teaching is very good for the Reception children. The way in which the teachers in the mixed Reception/Year 1 class cater for the wide range of ability is excellent, and, as a result of very good planning, the two age groups receive a very different range of learning experiences. There is a very good combination of activities that the children carry out in pairs, small groups or individually, and those which involve the whole class. The younger Reception children benefit from the example of the older pupils in the class, and likewise, Year 1 pupils develop very good skills of independence as they work on their daily 'jobs' whilst the Reception children are receiving input from the teacher.

Teaching is good overall in Key Stage 1 and Key Stage 2 and some very good examples of teaching were seen during the inspection. Classes contain mixed age ranges, and teachers are often very skilled in matching work to the needs of individual pupils. Teachers have extremely high expectations of behaviour and achievement to which pupils respond very positively. Praise is used well to motivate pupils and to create a positive learning environment where all pupils feel that their views are valued and respected. Questions are used very well to establish the pupils' starting point, and to extend their learning, and teachers direct and phrase questions carefully so that pupils of all ages and abilities can take part in whole class discussions. Teachers work very closely with learning support assistants, who make a very good contribution to the pupils' learning, especially those who have special educational needs.

The teaching of English and mathematics is good overall in Key Stage 1 and Key Stage 2. Teachers use the National Literacy Strategy and the National Numeracy Strategy well to guide their teaching of English and mathematics, and tasks are carefully matched to the different age and ability groups within each class. Learning objectives are shared with pupils at the start of lessons so that they know what is expected of them, and good use is made of ongoing assessment to ensure that pupils' learning is systematically advanced. However, not enough opportunities are currently provided for Key Stage 2 pupils to write extended pieces, or for them to carry out open-ended problem solving activities in mathematics.

Science is well taught in both Key Stage 1 and Key Stage 2 and teachers place good emphasis on the pupils learning through practical experience. However, some Key Stage 2 pupils rely too heavily on adult support when setting up investigations and experiments.

Information and communication technology is taught well throughout the school, and pupils are making good progress. However, not enough use is made of computers to support ongoing learning across the curriculum, and not all pupils recognise that computers are tools for learning. The expertise of a part-time music teacher is having a very positive impact on pupils' attainment and progress in music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum for Key Stage 1 and Key Stage 2 pupils and a very good curriculum for Reception children.
Provision for pupils with special educational needs	Very good. The school is very effective in the way in which it works with parents of pupils with special educational needs, and the way in which it involves pupils in setting their own targets for improvement. Identification procedures are very effective enabling problems to be dealt with quickly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' personal, spiritual, moral, social and cultural development, and the school has a real sense of community. Pupils have a very good appreciation of the impact of their actions on others, and show respect for the views of others.
How well the school cares for its pupils	Good. Appropriate child protection procedures are in place, and the school has good arrangements for ensuring the pupils' health, welfare and safety. The school's policy for ensuring racial harmony is effective, and pupils know that bullying or inappropriate behaviour will not be tolerated.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher very successfully combines her teaching commitment with her management role and provides very good and purposeful leadership for the school. Teachers fulfil their co-ordinating roles well and share in the decision making process.
How well the governors fulfil their responsibilities	Very good. The Governing Body is very effective, knowledgeable and supportive. Individual governors visit the school regularly and there is a very good partnership between the staff and the Governing Body. Statutory duties are met.
The school's evaluation of its performance	Very good. The school is very effective in the way in which it evaluates its performance and the way in which it deals with issues that arise from its monitoring procedures. The school understands and applies the principles of best value when measuring its progress.
The strategic use of resources	Good. The school uses its resources well to support educational development and to provide a good quality of education for all pupils.

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 agree that their children like coming to school, and that they make good progress. • Parents of pupils who have special educational needs are very pleased with the way in which they are involved in their child's education. • Parents agree that behaviour is good and that the school promotes positive values and attitudes. • Parents appreciate the way in which they are welcomed into school, and agree that the headteacher and staff are easily accessible and approachable. • Parents are pleased with the way in which the school is led and managed and agree that teaching is good. • Parents are very pleased with the levels of information they receive from the school and appreciate the level of detail in the pupils' annual progress reports. 	

There are justifiably very high levels of parental satisfaction, and the inspection findings support the parents very positive views of the school. The school works very closely with parents, and this very effective partnership has a positive impact on the school's work. Parents have no major concerns about any aspect of the school's life and work.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils in Key Stage 1 and Key Stage 2 make good progress in English, mathematics and science. The provision for pupils with special educational needs is very good.

1. The overall attainment of the Key Stage 1 and Key Stage 2 pupils varies from year to year and depends on factors such as special educational needs and pupil mobility. The small size of the individual year groups makes it very difficult to measure pupils' progress on the basis of national test data, as within a very small group, the performance of an individual pupil can skew the results and render them inaccurate as a measure of progress. For example, the 2002 Year 2 group contained only four pupils, and therefore one pupil accounted for twenty five per cent of the total score in the national tests.
2. Teachers have recognised the need to carefully measure and track the performance of individual pupils, and this enables them to demonstrate clearly how much progress pupils make as they move through the school. Assessment systems are very well developed for English, mathematics and science, and ensure that work is closely matched to pupils' individual needs. Teachers regularly review pupils' progress in terms of the lesson objectives set for each lesson, and note the pupils who have attained beyond the expected outcomes, and those who have had some difficulties. This information is used very effectively to highlight pupils who may have special educational needs or who may be gifted or talented. The careful and thorough tracking of pupils' progress and attainment enables teachers to match tasks closely to individual needs, and this in turn ensures that pupils of all abilities make good progress.
3. The school's provision for pupils who have special educational needs is very good, and ensures that pupils' needs are fully met, enabling them to achieve their best. Very good use is made of classroom assistants who provide additional targeted support for pupils with special educational needs. The school's policy of inclusion means that pupils with special educational needs are rarely withdrawn from their class group, and their inclusion in all class activities gives them confidence to succeed, and to tackle new learning, and reassures them that they are valued members of the class. The progress of pupils with special educational needs is very carefully documented and tracked, and their targets are regularly reviewed to reflect the progress they have made.
4. Pupils of all ages and abilities make good progress in their learning in English, mathematics and science, and achieve their potential. Pupils benefit from good and very good teaching, and from receiving a broad and well balanced curriculum that is effectively enriched by educational visits and the input of visiting speakers. Because of the very good relationships that exist between pupils and staff, pupils are very confident in their learning, and have no fear of failure. Their enthusiastic approach to lessons has a very positive impact on the progress they make.

Teachers make very good provision for the Reception children.

5. The provision for the Foundation Stage children in the Reception class has improved significantly since the time of the last inspection and is now very good. Reception children are taught alongside Year 1 pupils, but have very different learning experiences that are very well matched to their levels of ability and maturity. The class

is very well taught by the headteacher and a part-time teacher, and the children benefit from the different but complementary approaches of these two teachers. The very good input of a part-time learning support assistant ensures that Reception children spend some time working by themselves each day, and this allows them to practise and master newly acquired skills without the well meaning influence of the Year 1 pupils.

6. The Reception children come to school with a variety of pre-school experience, and teachers are very quick to assess the children's needs so that from the outset, effective learning can take place. The children settle well into the routines of the class, and are confident learners. They listen well to instructions and quickly develop independent learning skills, and start to take responsibility for aspects of their own learning. The very good organisation in the classroom, and clear expectations of the teachers, mean that children know what is expected of them throughout the day. For example, following input from their teachers, the children independently choose from a wide range of tasks, and set off to 'do their jobs' with high levels of enthusiasm and purpose.
7. The classroom is very well organised so that the Reception children can independently access resources and equipment. The children know how many can work in an activity area at any one time, and conscientiously observe this classroom rule. Children are encouraged to work alongside one another, sharing tasks and equipment, and developing their spoken language. Often very good adult intervention at these times enables the children to make very good progress in their understanding, and in developing subject specific vocabulary. Reception children are expected to co-operate well with one another, and they rise to this challenge very well. For example, during the inspection, the five Reception children worked with the classroom assistant to build an 'obstacle course' using a commercial construction kit. In addition to helping them with their manipulative skills, this activity was also very successful in reminding the children of the need to take turns when trying out the course.
8. The school provides a very good curriculum for the Reception children, which is linked closely to the national guidance, and which enables pupils to achieve the standards of which they are capable. There is a very good combination of activities that are directed by the teachers and those that the children choose themselves. Pupils of all abilities make very good progress in their first year of school and are well prepared for their transfer to the National Curriculum programmes of study at the start of Year 1.

Teaching in Key Stage 1 and Key Stage 2 is good.

9. The quality of teaching in Key Stage 1 and Key Stage 2 is good overall. Pupils are taught in three mixed age classes, and one of the strengths of teaching is the way in which teachers match work to individual needs so that pupils can make good progress in their learning.
10. Basic skills of literacy and numeracy are well taught in all classes, and there are good opportunities for pupils to use these skills in their work in other subjects. For example, during the inspection pupils in the Year 4/Year 5/Year 6 class used their mathematical skills very effectively when measuring and recording the distance a balloon travelled along a string. Literacy and numeracy lessons are well paced, and activities are carefully matched to different ability levels. The marking of pupils' work often shows pupils how they can improve their work further, and the use of praise promotes pupils' confidence.

11. Science is taught particularly well in both key stages and teachers place a good amount of emphasis on pupils learning through practical experience. There is a very good balance between pupils finding things out for themselves, and the input of teachers to guide pupils' learning. There are good opportunities at the end of science lessons for pupils to look at and share the work of their classmates, and to evaluate their findings. These opportunities have a very positive impact on the progress pupils make and enable them to clarify their thinking. Learning support assistants make a very good contribution to science lessons, and their input ensures that lessons run smoothly.
12. Music is well taught throughout the school, and pupils benefit from the expertise of a part-time music teacher. Pupils of all abilities are fully challenged and respond to the teacher's high expectations. Because of the teacher's enthusiasm for the subject, pupils are highly motivated in lessons and are keen to take an active part. This specialist input is having a positive impact on pupils' progress. Likewise, upper Key Stage 2 pupils benefit from the additional teaching input of an expert in information and communication technology. Pupils have recently had the opportunity to learn how to use control technology to move their fairground models, and have learned how to write simple programmes. Pupils are currently learning how to use light and temperature sensing equipment, and are making good progress in this aspect of their learning.
13. Teachers make very good use of ongoing assessment and information from test results to inform their planning, and to enable them to carefully match work to individual pupils. For example, as the result of analysing past test papers in mathematics, the school recognised the need to improve pupils' understanding of how to solve word problems, and there has recently been a whole-school focus on this aspect of pupils' learning. Teachers set appropriate targets for all pupils in English and mathematics. Two targets are set for each pupil, and pupils' progress towards these targets is reviewed on a termly basis. Teachers often remind pupils to focus on their targets in lessons, and this practice is helping pupils towards a greater understanding of their own learning.
14. Teachers often make very good use of discussion sessions at the start and end of lessons to probe the pupils' understanding and to help them to clarify their thinking by verbalising their ideas. This is often the case in mathematics lessons where pupils are encouraged to explain their methods of working, and to explain how they arrived at their conclusions when solving problems. Very good use of open-ended questions stimulates the pupils' imaginations, and they often give original answers. For example, in a lesson seen during the inspection, Year 1 pupils considered the sort of bag that would be suitable for use at night-time and after some thought came up with a very good range of answers. Teachers use questions very skilfully to ensure that all ability groups are included in the lesson. They monitor the pupils' responses to ensure that they all take part, and give thinking time to those pupils who are not as fast as others at formulating their answers and suggestions.
15. Relationships between teachers and pupils are very good, and contribute to the very positive and warm atmosphere. There are high levels of mutual respect, and pupils are confident that their views are valued. Teachers are very effective in managing the pupils, and have extremely high expectations of achievement and behaviour to which the pupils respond well. Classroom organisation is generally effective, and there is a good combination of whole-class activities, and small group and individual activities which are very effective in promoting independent learning skills. Pupils are very confident about taking responsibility for aspects of their learning, and pupils of all abilities make good progress in acquiring and refining skills of independent learning as they move through the school. This ongoing development of independent learning

skills means that older Key Stage 2 pupils are very well prepared for their transfer to high school, and are keen and confident about making decisions about their work.

Pupils of all ages have very good attitudes to work and to school, and their behaviour is very good.

16. Pupils have very positive attitudes to school and to work. From an early age pupils take an active interest in their learning, and throughout the school pupils approach new tasks and activities with high levels of enthusiasm and motivation. As they move through the school pupils develop very good levels of concentration, and the vast majority are prepared to persevere when they encounter occasional problems with their learning. Most pupils listen very well to their teachers and to the contributions of their classmates. They follow instructions carefully and take on board their teachers' suggestions for improvement. Pupils are keen to evaluate their own work and that of their classmates, and take a keen interest in the work of others. For example, in a Year 4/Year 5/Year 6 science lesson seen during the inspection, pupils carried out different group tasks and were highly interested to find out what other groups had been doing.
17. Pupils throughout the school work very well together in small groups and pairs, and show good skills of negotiation from an early age. They quickly organise themselves when working as a group, and work co-operatively and conscientiously. Pupils who have some difficulty in managing their behaviour, or who have special educational needs, benefit significantly from the support of classroom assistants who very effectively build their self-esteem, and help them to work as part of a team. At playtimes the same spirit of co-operation is seen as pupils play harmoniously with one another, and older pupils are vigilant of the younger pupils.
18. Behaviour in and around the school is very good. Pupils of all ages show good observance of the school's few rules, and treat one another with high levels of respect and tolerance. Pupils are kind and thoughtful, and relationships are very good. The pupils' very positive attitudes to school, work and play, contribute significantly to the good progress they make, and the overall quality of life in the school.

The school has developed a very good partnership with parents and carers which has a very positive impact on the pupils' learning.

19. The headteacher and staff work very closely with parents and carers to ensure that the pupils are happy and confident in their learning. Parents are very pleased with the education the school provides, and with the way in which the school encourages them to become partners in their children's learning. Parents are very warmly welcomed into the school at the start and end of the day, and there are frequent opportunities for the parents to talk to teachers and the headteacher. This means that minor concerns can be dealt with quickly and that there is a regular exchange of information between home and school.
20. The school has an extremely effective and active 'Parents' Association' which raises large amounts of money for the school and which organises a variety of fund raising and social events which bring the school and the community together. Some of the money raised in the past year has been used to buy musical instruments, to fund a whole-school 'felt-making' activity, and to support educational visits.
21. The school communicates very well with parents, and parents are very pleased with the information they receive about their children's progress. Curriculum information is

shared at the start of each term, and there are reminders about ongoing topics outside classroom doors so that parents can easily refresh their memories. The school regularly organises curriculum evenings to bring parents up to date with new initiatives, and to help them to understand how they can best support their children at home. In the past, the school has facilitated extended courses for parents, in conjunction with an outside provider, and these have proved popular. The home/school reading record is a very useful tool for informal communication in the lower part of the school, and in the upper part of the school the homework diary fulfils the same function. Parents of pupils with special educational needs are very pleased with the way in which the school caters for the needs of their children, and appreciate the way in which the school involves them in setting targets for improvement.

22. There are justifiably high levels of parental satisfaction, and the very good partnership between home and school has a positive impact on the pupils' learning.

The headteacher provides very good leadership for the school. The Governing Body is very effective.

23. The headteacher provides very good leadership for the school. She has a very clear sense of direction, and is committed to ensuring the best possible quality of education for all pupils. She has a very good appreciation of the school's strengths and areas for development, and the School Improvement Plan provides a very good tool for improvement. The headteacher very successfully combines her leadership and management role with her teaching commitment, and sets a very good example to the rest of the staff through her own classroom practice. There is an excellent team spirit amongst the teaching and non-teaching staff, and in this small school, everyone recognises the need to help and support one another. The school is very inclusive, and pupils of all ages and abilities are well provided for. A racial equality policy is in place and pupils know that no harassment of any kind would be tolerated.
24. The headteacher is very effective in analysing end of key stage national test data and other assessment information to highlight strengths and weaknesses in the school's provision. She tracks individual pupils' progress carefully to ensure that each pupil makes good and steady progress. This level of monitoring is crucial because the very small number of pupils entered for the end of key stage tests in some years means that the results are quite unreliable as an indicator of progress. Over the past few years, the headteacher has worked hard with staff to develop good assessment procedures for all subjects. These procedures are manageable and informative in all subjects, and are very good in English, mathematics and science where assessment is closely linked to the learning objectives of individual lessons. Very good use is made of the outcomes of assessment to develop the curriculum. For example, as a result of the careful analysis of test results, the school has rightly identified investigative science and problem solving in mathematics as areas for further development.
25. Teachers have several areas of responsibility, but nevertheless their subject co-ordinating roles are well developed. Co-ordinators are effective in monitoring standards in their subjects through discussion, sharing planning and evaluating assessment information. The headteacher sensibly prioritises areas for curriculum development, so that staff do not become overloaded. Both teaching and non-teaching staff have very good opportunities for professional development, and there is a good balance between courses that the teachers and support assistants choose themselves, and those which are linked to priorities that have been identified in the School Improvement Plan. The Governing Body encourages staff to attend courses, and ensures that sufficient funding is available for supply cover. Very good

arrangements with supply teachers who are well known to the school ensure that the pupils' learning is not disrupted when their own classteachers are out of school attending courses.

26. The Governing Body is very effective, knowledgeable and supportive, and is aware of the difficulties in efficiently running a small school. The Governing Body takes a full and active part in the decision making process, and is fully involved in drawing up and reviewing the School Improvement Plan. Individual governors regularly visit the school and are well known to pupils and staff alike. Governors have conducted some lesson observations where they have focused on whole-school issues, such as the behaviour of pupils, and their findings have been fed back to the full Governing Body. Governors recognise the need to maintain the current stable staff after the many staff changes in recent years, and have several appropriate strategies in place to enable them to fulfil this aim. Good use is made of the school's resources to support educational development, and specific funding, such as that designated for special educational needs, is appropriately spent. Spending is closely linked to the priorities in the School Improvement Plan, and the cost effectiveness of major spending decisions is measured through regular discussion, and the improvement in standards. For example, the decision to employ a part-time music specialist to work with Key Stage 1 and Key Stage 2 pupils has been amply justified by the improvements in progress and attainment in music.

WHAT COULD BE IMPROVED

Standards in some aspects of English, mathematics and science could be even better.

27. Pupils throughout Key Stage 1 and Key Stage 2 achieve well in English, mathematics and science, but standards could be even higher in some aspects of these subjects. The school has already identified these areas for development but now needs to implement the necessary changes in order to effect further improvement.
28. Currently pupils in both key stages have a good range of writing opportunities, which include opportunities for them to write factual accounts, stories, instructions and persuasive arguments. However, there are too few opportunities for pupils to write extended pieces, and this means that pupils do not have the necessary skills to enable them to develop their ideas in an interesting and sequential manner.
29. In mathematics, pupils have recently been learning how to solve word problems. This aspect of learning was identified as an area for development following the analysis of the most recent end of key stage national test results. Pupils in both key stages are now making good progress in looking at key words which give clues as to which mathematical operations are involved. However, pupils do not have enough opportunities to solve more open-ended and extended problems, or to consider 'real-life' problems in a meaningful context. For example, although Key Stage 2 pupils have a good understanding of the theory of probability, they have not carried out real-life activities linked to this aspect of their learning, such as looking at the risks involved in planning a school trip.
30. In science, older Key Stage 2 pupils are not always sufficiently secure about setting up and carrying out independent investigations. This lack of confidence arises from weaknesses in teaching in the lower part of the key stage which have now been fully eradicated. Teachers throughout the school now provide some very good opportunities for pupils to learn through scientific investigation, but these initiatives have not yet fully impacted on standards because of the gaps in pupils' previous learning.

Standards in information and communication technology are below national expectations at the end of Key Stage 2 and could be higher.

31. Although younger Key Stage 2 pupils are attaining the standards expected for their age in information and communication technology, the attainment of pupils at the end of Key Stage 2 is below national expectations because of previous weaknesses in teaching in the lower part of the key stage. All pupils are now making good progress across all strands of the information and communication technology curriculum, and teachers in the upper part of the key stage are working hard to address the problems in pupils' learning that have been identified.
32. Key Stage 2 pupils now enjoy a good range of information and communication technology experiences, and coverage of the National Curriculum programmes of study is good. For example, Year 6 pupils have recently carried out some interesting work using modelling equipment, and have written short programs to control the movement of a fairground model which they made from commercial construction materials. This work was of a good standard, but the pupils needed a great deal of adult support. Younger Key Stage 2 pupils, who are benefiting from a more structured approach to the teaching of information and communication technology, have already had experience of using equipment such as light and sound sensors, and are beginning to show good levels of independence in their information and communication technology work.
33. Teachers throughout the school are starting to encourage pupils to use computers to support their learning across the curriculum, but even more could be done to ensure that pupils see computers as 'tools for learning'. Most Key Stage 2 pupils are familiar with the Internet as a source of information, and know how to access information from CD ROMs, but do not always make enough use of computers to edit and draft their written work, or to support their work in art and design, music and design and technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:-

- provide more opportunities for pupils of all ages to write extended pieces so that they learn how to develop and sustain their ideas;
- provide more open-ended and extended mathematical problem solving activities;
- continue to ensure that Key Stage 2 pupils have regular opportunities to carry out independent investigative science activities;
- continue to promote information and communication technology as a 'tool for learning'.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

10

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		5	5				
Percentage		50	50				

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 ten 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)	N/A	57
Number of full-time pupils known to be eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

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	9

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.7
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)

This table has been omitted as the number of pupils taking the tests in this cohort was fewer than 10

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

This table has been omitted as the number of pupils taking the tests in this cohort was fewer than 10

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	52		
White – Irish			
White – any other White background	3		
Mixed – White and Black Caribbean			
Mixed – White and Black African	1		
Mixed – White and Asian			
Mixed – any other mixed background	1		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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)	3.1
Number of pupils per qualified teacher	18
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	203557
Total expenditure	171667
Expenditure per pupil	2725
Balance brought forward from previous year	18010
Balance carried forward to next year	49900

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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	57
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	45	52	3	0	0
My child gets the right amount of work to do at home.	52	39	3	3	3
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	62	35	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	73	24	3	0	0
The school works closely with parents.	59	35	3	0	3
The school is well led and managed.	65	35	0	0	0
The school is helping my child become mature and responsible.	73	24	3	0	0
The school provides an interesting range of activities outside lessons.	18	66	10	0	6