

INSPECTION REPORT

FITTLEWORTH CE FIRST SCHOOL

Fittleworth, Pulborough

LEA area: West Sussex

Unique reference number: 125984

Headteacher: Mr S Morton

Reporting inspector: Mrs J Nelson
20991

Dates of inspection: 31 March – 2 April 2003

Inspection number: 248732

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: First school
School category: Voluntary controlled
Age range of pupils: 4 - 10
Gender of pupils: Mixed

School address: School Lane
Fittleworth
Pulborough
West Sussex

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Appropriate authority: Governing body
Name of chair of governors: Mrs J Claxton

Date of previous inspection: January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fittleworth Church of England First School is smaller than the average school with 89 pupils on roll, aged from four to ten. This includes 16 pupils in the Foundation Stage aged four to five years. There are 52 boys and 37 girls in total and in the reception year and Year 2 the boys outnumber the girls quite substantially. The school roll is appreciably higher than in 1998, the time of the last inspection, and there are now four classes. About a third of the school's pupils come from outside the village and its environs, reflecting its popularity with parents. Fittleworth is in a socially and economically favoured area but its pupils come from wide-ranging family circumstances. There are no pupils from ethnic minority backgrounds, or from refugee or traveller families. The proportion of pupils eligible for free school meals is below the national average. Children start school with skills and knowledge that are broadly average. A fifth of pupils have special educational needs, which is similar to the national average, but the proportion with Statements of Special Educational Needs is above average.

HOW GOOD THE SCHOOL IS

Fittleworth Church of England First School is a very effective school with many strengths. Standards in English, mathematics and science are above average by the age of ten and seven year olds do well in national tests. Pupils of all abilities make good and often very good progress. This is the result of consistently good teaching throughout the school. The headteacher and staff have high expectations of pupils' academic and social achievements. The headteacher's leadership is first rate. There is strong teamwork, an interesting and varied curriculum and an enthusiastic commitment from all staff and governors to continued improvement. Parents are very pleased with the school's work and tone, and it has excellent links with the local community. The school gives good value for money.

What the school does well

- Standards in English, mathematics and science are above average by the age of ten. Seven year olds' performance in national tests exceeds the national averages.
- Pupils of all abilities also achieve well in art and design, design and technology, history, geography and religious education.
- The quality of teaching and learning is good overall, and is often very good.
- Standards of care and provision for pupils' spiritual, moral, social, cultural and personal development are all very good.
- Pupils have very positive attitudes to school and to their work, and their behaviour is excellent.
- Leadership and management are very good overall. The headteacher is an excellent leader who is ably supported by his staff and by a very high level of commitment from the governing body.
- Pupils benefit from very good involvement of parents in the life of the school and first-rate community links.

What could be improved

There are no significant aspects of the school's work that need improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998, when it was found that its leadership, educational provision and learning climate were all good, but standards needed some improvement. It has made a considerable improvement since then. The expectations of pupils' academic achievement have been raised and teaching quality has improved. The curriculum is effectively planned and well taught. There is a strong emphasis on pupils using literacy, numeracy and information and communication technology (ICT) skills in other subjects, and there is provision for a wide variety of first-hand experiences and enrichment opportunities.

The two weaknesses highlighted in the 1998 inspection report have been successfully remedied. Then, pupils with special educational needs were not getting sufficient support in class. Now this aspect of the school's work is a strength. Teachers and teaching assistants provide very effective help so that these pupils can make good progress in their learning. The organisation of the curriculum in the mixed age classes was criticised. This has been completely, and very effectively, reorganised.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	B	C	A	A	well above average A above average B average C below average D well below average E
Writing	B	D	A*	A*	
Mathematics	C	C	A*	A*	

Similar schools are those that have between eight and 20 per cent of pupils eligible for free school meals

The number of seven year olds taking the national tests each year is quite small, so some caution about the reliability of these figures is needed when comparing the school's results with national averages and results from similar schools. In 2002, standards at Fittleworth were very high, in the top five per cent nationally in writing and mathematics, and were well above average in reading. Pupils' performance in science was average, based on teacher assessment. There have been occasions when test results were lower, for example in 2001 when reading and mathematics results were in line with the national average and writing results were below average. The school's data shows that, in that year, pupils made good progress from a below average starting point when they entered the reception class. On average, over the past three years, Fittleworth pupils' performance has exceeded that of pupils nationally in reading, writing and mathematics.

Children in the reception class (Foundation Stage) make good progress. This year's cohort has started school with language and number skills a little below average overall, but most are on course to reach or exceed the Early Learning Goals for this age group by the time they start Year 1. The present Year 2 has a high proportion of pupils with additional learning needs. Overall, this cohort is learning well and achieving broadly average standards in reading, writing and mathematics. Pupils' attainment in art and design, history, geography, religious education and dance is better than usually seen. Examples of their skills in science, design and technology, and ICT are similar to those seen in most schools, as are their

gymnastics skills and the aspects of music observed. By the age of ten, when pupils leave the school, standards in English, mathematics and science are above average. These pupils' knowledge and skills in art and design, and ICT, are broadly as expected. Attainment in history, geography, design and technology, and religious education is better than seen in most schools. On this short inspection it was not possible to judge pupils' physical education skills. They are achieving consistently well in their learning, as demonstrated by their termly topic books, which are very well presented records of the range and quality of work they are doing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils in all classes have very good attitudes to school. They concentrate well in lessons, work hard and show enjoyment in learning new things. A special feature is the pride pupils take in organising and presenting their work to a high standard.
Behaviour, in and out of classrooms	Excellent. Pupils are open and friendly to each other, courteous to staff and visitors and a credit to the school and their families.
Personal development and relationships	Very good. Co-operation and fairness are very good in group activities, even from the youngest children. Pupils respect their teachers who are excellent role models. Through the school council, pupils put forward good ideas for improvements.
Attendance	Good. There is no unauthorised absence. Registration procedures meet statutory requirements, and the school has worked hard and successfully to encourage better punctuality.

The considerable strengths in all the features related to pupils' attitudes and values are making important contributions to pupils' learning and the standards they are achieving.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good	Good

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

During the inspection 21 lessons were observed. Teaching and learning were good or better in 18 lessons. These included six examples of very good or excellent teaching and were seen in all classes. There was no unsatisfactory teaching.

The quality of teaching is good overall and is ensuring that pupils of all ages and abilities learn well. The teaching of literacy is very good and teachers make very effective use of other subjects to develop pupils' literacy skills, particularly their ability to write for information purposes and create poems. Numeracy skills are taught well because teachers plan motivating activities that stimulate pupils' interest. Most lessons seen in other subjects were also well taught. These observations, together with evidence from discussions with pupils and examples of their work, show that teaching is consistently good and is helping pupils to learn effectively day-by-day. Teachers have high expectations of pupils' academic and social achievements, and match activities closely to their needs. Individuals who need additional

support benefit well from the very good teamwork and co-operation amongst staff. Resources provided in lessons are of good quality and quantity and help to make learning more meaningful. Teachers treat pupils with respect, valuing their opinions and their work. Consequently, pupils have very good attitudes to their work, take real pride and care in what they do and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned, covers all nationally agreed areas for the Foundation Stage and Key Stages 1 and 2 and provides very varied and valuable learning opportunities. An extensive programme of visits, visitors and residential trips, and the central planning focus on personal, social and health education are effectively extending and enriching pupils' learning in all classes.
Provision for pupils with special educational needs	Very good. Pupils' special educational needs are often identified at an early age. Teachers and assistants know these pupils well. Individual education plans contain manageable targets and progress towards them is regularly reviewed with both pupils and parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' all-round development is promoted very well. Provision for their social and moral development is particularly effective, actively encouraging them to be responsible, show initiative and work hard. The school council provides a very good forum for pupils to express their views and opinions and see practical action as a result.
How well the school cares for its pupils	The attention given to pupils' welfare and safety is of a high standard, with very good support and guidance for pupils. Procedures for assessing pupils' academic and social achievements are very effective; for instance, the termly portfolios of achievement that show in a meaningful and well-organised way the progress each pupil is making. Information gained is used very effectively to match learning activities closely to pupils' needs, so there is more support for some pupils and enrichment opportunities for more-able pupils.

Parents' views of the school are extremely positive and they contribute very well to school life. Its partnership with the community is also first rate, involving different community groups at every opportunity and working with a cluster of local schools to extend educational opportunities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall leadership and management are marked by strong teamwork, a commitment to achieving high academic and social standards, and effective subject leadership. The headteacher provides dynamic leadership and has made an excellent contribution to the school's life and work since he took the role in January 2002.

How well the governors fulfil their responsibilities	Governors give very good support to the school and have a very secure grasp of its strengths and next steps for improvement.
The school's evaluation of its performance	The headteacher, staff and governors look critically at how well the school is doing, in national tests and through evaluating many aspects of school life, and take action when necessary to bring about change.
The strategic use of resources	Finances are managed very well, decisions on spending are linked to educational priorities and best value is sought. Staffing and accommodation are used very effectively to promote high standards.

Improvements to the premises, for instance, additional teaching space and the ICT suite, have been effective in accommodating increased numbers of pupils and providing a stimulating and interesting learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, make good progress and behave well. • Standards of teaching are good and teachers have high expectations of children's academic and social achievements. • There is a good range of activities outside lessons. • The school is well led and managed. • Children are helped to become mature and responsible. • The school works closely with parents and • deals effectively with questions or problems.? 	One special educational needs issue was raised.

Inspectors endorse all the aspects that please parents. Special educational needs provision is very well organised.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are above average by the age of ten. Seven year olds' performance in national tests exceeds the national averages.

1. Information gathered over several years on children's language, number and social skills when they start school at the age of four, indicates that they are broadly average when compared with those of other children in West Sussex. In this year's reception group there are more children than usual with below-average basic skills, and a high proportion of these are also young within the year group. They benefit from good teaching, very well organised and tailored to their needs, with activities that are based closely on the six areas of learning for the Foundation Stage.
2. Scrutiny of a representative sample of the present Year 1 pupils' reception class work shows that, by the time they entered Year 1, they had achieved or exceeded the Early Learning Goals in communication, language, literacy and mathematical development. They had made good progress during their first year in school. They also experienced a good range of work in knowledge and understanding of the world and creative development, which secured their achievement of these goals too.
3. A third of the present reception group has already achieved the Early Learning Goal in mathematical development. They capably write and read two-digit numbers to 20, and quickly explain how patterns such as counting in twos are formed. Most others are on course to achieve this goal by July. They are being well prepared for work in Years 1 and 2. For example, they are receiving a very good grounding in reading and writing skills. More-advanced children can write simple sentences in a legible cursive script and read back what they have written. Other children recognise the initial sounds of words, enjoy stories and can talk about these and some important features of books.
4. Children show reasonable confidence in using computers and are experiencing many activities that will contribute to achieving the goal of knowledge and understanding of the world. For instance, they have made pictorial maps of a story character's journey and simple timeline sequences to help them understand lighting and bicycle changes, and found out about different types of materials. This cohort is also on course to achieve the goal in personal, social and emotional development for the age group. The children speak happily to adults about what they are doing, including those with special educational needs. For instance, in a music lesson, one lower-attaining child was delighted, and visibly grew in confidence when he was praised for successfully naming a tambourine. No overall judgement could be made about pupils' physical development as not enough activities were seen on this short inspection. Creative skills in music and art are developing well as the children experience a range of interesting activities to explore shape, pattern, colour and sounds. All will achieve this goal before they start Year 1.
5. Pupils take national tests and assessments each year at the age of seven. Comparisons of test results with those of schools nationally and in similar schools should be treated with some caution because numbers taking the tests each year are small. In the juniors, pupils do not take any national tests as they move on to the middle school at the end of Year 5 and these tests are taken at the end of Year 6. Test performance at the age of seven show that, over a three-year period, standards

- in reading, writing, and mathematics exceeded those in other schools nationally. This is better than the standards found at the last inspection.
6. There have been fluctuations in standards between years however. In 2002, results were very good, in the top five per cent in both writing and mathematics nationally, and compared with similar schools, and well above average in reading. Teachers' assessment of science judged pupils' performance to be broadly average. Standards were lower; for example in 2001 when reading and mathematics results were in line with the national average, and writing results were below average. The school's data shows that this cohort of pupils made good progress from a below- average starting point when they entered the reception class. The school sets non-statutory targets for pupils' performance in national tests. In 2002 these were exceeded in writing and mathematics and missed by a small margin in reading. Teachers assess pupils' knowledge and skills carefully. The non-statutory targets for the 2003 group of seven year olds have been set substantially lower than they were last year, as a third of the pupils have additional learning needs.
 7. Inspection evidence, from lesson observations, a scrutiny of pupils' work, displays in classrooms and discussions with pupils, shows that standards of the present seven year olds (Year 2) are broadly average in reading, writing, mathematics and science. The standards of ten year olds (Year 5) in English, mathematics and science are above average. Since the last inspection the effective implementation of the National Literacy and Numeracy Strategies, improvements in teaching, and the very good arrangement for literacy and numeracy skills to be used in other subjects have all helped to raise standards.
 8. In English, additional time is allocated to reading beyond daily literacy lessons and pupils who need to make up ground have extra skills development sessions from Year 1 onwards. Able and average pupils in Year 2 read literacy task cards quickly and accurately, and subject vocabulary, such as 'co-ordinate', 'magnetic' and 'metal' easily. They have successfully used non-fiction books and computer based information to tease out facts about history and geography. Year 3 pupils' reading attainment is well above average, For instance, average pupils enthusiastically and confidently read and reflected on a variety of 'Dragon' poems, while higher attainers selected and summarised information about the Romans. Pupils with additional learning needs in this year group successfully worked out the meaning of a simpler non-fiction text with support from a teaching assistant. Year 5 pupils' reading abilities are above average and the able pupils' skills in reading aloud were admirably demonstrated during the first reading of a play they had written. They followed the headteacher's lead by establishing the characters with animation and expression.
 9. Across the school, pupils have plenty of opportunities to express their ideas. They regularly work collaboratively and discuss tasks keenly with one another. For instance, Year 2 pupils had opportunities to question their peers, who took the roles of different story characters. Pupils enjoyed the session and joined in well, asking questions in complete sentences and choosing their words carefully. Their questions revealed that they understood the difference between external features of the characters and their personal qualities.
 10. Writing standards are above average by the time pupils leave the school because teachers encourage them to write freely and at length in many subjects. There are numerous examples of writing of a high standard, from all age groups, in pupils' books and in classroom displays. Consistent strengths are the neat handwriting and carefully presented work. Pupils are familiar with drafting their initial thoughts. Work is then re-drafted into more accurate versions, with closer attention paid to

punctuation, spelling, and the use of interesting words and phrases. Year 2 pupils of all abilities have written imaginative poems using the geographic stimulus of the rainforest, for instance a lower attainer wrote, *"You are blazing like the sun you are dripping like the tap"*. Overall, these pupils are making good progress in acquiring writing skills but several boys with special educational needs in literacy have below average writing skills. In Year 5, many styles of writing have been achieved to a high standard: very good poetry; expressive, imaginative, well constructed narratives; letters; newspaper articles; thoughtful, comparative opinions in religious education of the village church and chapel; precise observational and instructional writing in science. Generally, pupils' spelling skills are above average across the school, for instance, some Year 2 pupils made good attempts to spell complex words such as 'jealously' and 'disgusting'.

11. Pupils achieve well in mathematics across the school and standards are average for the present Year 2 and above those usually seen in Year 5. This is mainly because of the well-planned lessons and teachers' good subject knowledge and enthusiasm. Pupils' books in Years 1 and 2 show that they have undertaken a very good amount of work this year and are learning well. Year 1 pupils are reaching higher standards than usually seen for their age. More able Year 2 pupils are adding and subtracting using three-digit numbers and have already exceeded the average standard for their age. Pupils of all abilities are counting in tens, five and twos and most are adding and subtracting using numbers to 99. Pupils in Years 1 and 2 have plenty of opportunities to investigate numbers and number patterns and record their work independently and accurately. In a lesson where they were learning about co-ordinates younger pupils very quickly located their creatures correctly. Pupils in Year 2, average and able, found part of their more advanced activity, movement between squares, challenging but persevered to understand this new idea. Setting for seven to ten year olds means that a few able Year 3 pupils are working at a more challenging pace with older pupils and their achievement is very high; for instance, capably converting fractions to their equivalents. In both sets, pupils are motivated by interesting group activities and the use of mathematical ICT programs. The upper set enjoyed the challenge of finding solutions to number square problems generated by a computer program and put real mental effort into explaining their reasons for their answers.
12. Evidence from pupils' work and discussions with them and with staff shows that, by the age of ten, standards in science are above average. Pupils gain good skills of scientific enquiry as they apply their knowledge and understanding to investigations. A group of Year 5 pupils discussed with good recall their work on different science themes in Years 4 and 5. For instance, a visit to the South Downs Planetarium captured their interest and they spoke confidently about planets. Seven year olds' science standards are similar to those seen in most schools at this age. One lesson on magnetism, for Year 1 and 2 pupils, epitomised the practical science that promotes good learning. Pupils thoroughly enjoyed the well-organised activities and worked very sensibly and collaboratively, predicting and testing the magnetic properties of a range of materials. Several confidently used previous knowledge to predict, and discussed and reasoned with each other when observations and testing indicated something different from what they expected. Pupils in Years 3, 4 and 5 are all having plenty of opportunity to develop their scientific enquiry skills and frequently use numeracy, literacy and ICT skills to record their findings. For instance, Year 3 pupils have undertaken several 'properties of materials' investigations to a high standard for their age.

Pupils of all abilities also achieve well in other curriculum subjects such as art and design, design and technology, history, geography and religious education.

13. Teachers' subject expertise is having a positive effect on pupils' achievements in other subjects. Year 2 pupils' attainment in art and design, history, geography and dance is better than usually seen. Examples of their skills in design and technology, and ICT are similar to those seen in most schools, as are their gymnastics skills and the aspects of music observed. At the age of ten, pupils' knowledge and skills in art and design and ICT are broadly as expected. Attainment in history, geography, design and technology, and religious education is better than seen in most schools. Pupils are achieving consistently well in their learning, as demonstrated by their termly topic books, which are very well presented records of the range and quality of work they are doing. For instance, in a Year 2 study of the village, pupils used and improved their skills in geography, art, mathematics and ICT. They have carefully drawn pictorial maps, created block graphs of where children live and made well-observed sketches of the local shop. In Year 5, pupils explained how much they enjoyed a very thorough 'biscuit analysis' project for design and technology and also designing and making money purses, which was linked to a study of Romans. The evaluations of these design projects are carefully thought through and very well recorded. Overall, these very well made topic books reflect the high expectations that teachers have of pupils' achievements and the real pride pupils take in their work.
14. The work displayed around the school shows an emphasis on promoting a rich and interesting curriculum. Visiting specialists have helped pupils in Years 1 and 2 to create small, natural wood sculptures and pupils in Years 4 and 5 to make willow baskets. Pupils throughout the school are using the new ICT suite regularly and competently. Year 2 pupils have learned to open programs unaided from the menus and are familiar with the functions of the various keys. They change font size and colour and print their work. By Year 5, pupils are using ICT as an integral part of their learning in many areas of the curriculum. They use the Internet to search for information, send and receive e-mails, create graphs, interrogate databases and word-process a good amount of their work. A real strength across the school is the use pupils are making of the digital camera to record their work.
15. The headteacher and staff are very aware of the different sub-groups of pupils in each class and the importance of planning a curriculum that includes the right challenges for different ages and abilities. On average over several years, boys aged seven have not done as well in national tests as girls. This picture is similar to that found nationally for reading and writing. Focused literacy support and other interesting activities are being used productively to lift boys' levels of achievement. Pupils who have been assessed as being academically able are provided with stimulating enrichment sessions in mathematics, English and other subjects.
16. At the last inspection, the support in classes for pupils with special educational needs was criticised. Now they receive very good support and, as a result, make good progress towards the academic and social targets in their individual education plans. Teaching assistants in each class make a significant contribution to pupils' achievements because of the good understanding they have of individuals' needs. They liaise well with class teachers. Activities are linked closely to class projects and themes and, in this way pupils are fully included in lessons and enjoy their work.

The quality of teaching and learning is good overall, and is often very good.

17. This is an improvement since the last inspection when teaching was satisfactory. Twenty-one lessons were observed. Teaching and learning were good or better in 18 lessons, including six examples of very good and excellent teaching. Examples of very good teaching were seen in all classes and there was no unsatisfactory teaching. The satisfactory lessons would have been improved by: having more physical education resources available so that pupils could be more active; letting pupils use musical instruments more freely to increase their enjoyment of playing; and by providing more-challenging reading tasks for some pupils.
18. Teaching and learning in the reception class (Foundation Stage) are good overall and one lesson was exceptionally well taught as the teacher dressed as the story character Mrs Mopple and brought her to life. The children were engrossed in the story and eager to participate with ideas for sentences to describe the washer-woman's work. The story theme was used very well for activities in other areas of learning, for instance, work on pairs in mathematical development; washing clothes in soapy water, rinsing them and drying them in the wind provided experience of materials and natural phenomena in knowledge and understanding of the world. The learning environment is stimulating and welcoming with a good variety of resources for children to use. A strength is the very good use made of the outdoor area for different aspects of the curriculum.
19. Teachers make effective use of national literacy and numeracy guidance to support their planning in these lessons. The teaching of literacy is very good and teachers use other subjects very well to extend the development of literacy skills, particularly pupils' ability to write for information purposes and create poems and narratives. Numeracy skills are taught well because teachers plan motivating activities that stimulate pupils' interest, and these skills are also used quite widely in other subjects. Most lessons seen in other subjects were also well taught which, together with evidence from discussions with pupils and examples of their work, shows that teaching is consistently good and is helping pupils to learn effectively day by day.
20. At the last inspection, there was criticism of how teachers organised lessons. Since then the curriculum and the way teachers plan for lessons have been much improved. The curriculum is now well planned, and for most subjects there is a two-year cycle of themes to develop pupils' skills and knowledge. Teachers' translate this into interesting lessons and visits that kindle pupils' enthusiasm for the subjects they are learning about. Good links between subjects are made when this is appropriate. In a discussion with Year 5 pupils it was clear that their learning and knowledge about Roman life were very good because the theme had been very well planned for and taught effectively. They knew some fascinating facts, such as how wet clay for roof tiles was shaped.
21. Teachers treat pupils with respect, valuing their opinions and their work. They have high expectations of pupils' academic and social achievements and activities are matched closely to pupils' needs, which is why they learn effectively. Pupils who need additional support benefit well from the high levels of teamwork and co-operation amongst staff. There are some very good examples of marking and assessments of learning, for example in the reception class. Marking for the oldest pupils is regular but there is scope to focus more on the next steps they need to take. Resources provided in lessons are of good quality and quantity and help to make learning more meaningful. An important strength is the way pupils' learning takes place beyond the classroom to include well organised homework and use of the school grounds, the

local area and places of educational value further afield. For example, the geographical skills of pupils from Year 2 through to Year 5 are extended by residential visits to town, seaside and river environments.

Standards of care, and provision for pupils' spiritual, moral, social, cultural and personal development, are very good.

22. The attention given to pupils' welfare is even better than it was at the time of the last inspection, with very good support and guidance for pupils. The headteacher leads on child-protection matters, support staff have had special training and procedures are very good. The school site is very well cared for, and safety, for pupils and staff, is checked regularly by the governing body. A good number of staff have first-aid skills.
23. Procedures for assessing pupils' academic and social achievements are very effective and inclusive. Children are carefully assessed when they start school to find out about their skills. This is followed by numerous further observational assessments to gather information on their progress and to guide the teacher's planning. In the other classes, pupils' performance is tracked from term to term in several ways, such as by using standardised tests, setting targets with them in literacy, mathematics, ICT and personal education, and keeping writing portfolios. The high-quality individual achievement books, which pupils make each term covering several subjects, are a meaningful and well-organised way to mark the progress each child is making.
24. Information gained by analysing national test results and through other means is used effectively to pinpoint priorities for further improvement. Hence the current focus on writing skills, extra support for some pupils and enrichment opportunities for more-able pupils. The school monitors all pupils' rates of progress, but the strategies are more intense for pupils with special educational needs. The progress of those with Statements of Special Educational Need is formally monitored termly and the provision in the statements is reviewed annually.
25. Pupils' all-round development is promoted very well through the school's provision for spiritual, moral, social, cultural and personal development. This is an improvement since the last inspection. As the school is affiliated to the Church of England its daily acts of collective worship have been inspected separately and will be the subject of another report.
26. There is a very pleasant, caring and happy atmosphere in the school, with staff providing excellent role models. A family feeling that 'lifts the spirit' is threaded through its daily life and can be felt strongly in assemblies. Religious education is well planned and makes a strong contribution to pupils' spiritual understanding. Older pupils in their writing explored how places of worship that they had visited could make them feel happier if they were sad. Other subjects too are playing a part in spiritual development; for instance, the visit to the planetarium led pupils to consider the stars and the mysteries the universe holds, and examples of pupils' poetry explore their responses to the natural world around them.
27. Social and moral provision is particularly effective, actively encouraging pupils to be responsible, show initiative and work hard. The school has a strong sense of identity as a very caring community where everyone is included, respected and supported. There is a very positive but unobtrusive approach to managing behaviour, including a

clear Code of Conduct stressing respect for everyone and the school environment. Each class initiates its own rules, some practical and others reflecting general moral principles. The school council provides a very good forum for pupils to express their views and opinions, and see practical action as a result.

28. Personal, health and social education is enthusiastically promoted by its co-ordinator. In planning for lessons there is an emphasis on these matters. The school also has several clubs that promote fitness and exercise; for instance, pupils meet with those from other schools when they participate in 'race walking' with good success.
29. Teachers make opportunities in most subjects for pupils to study historical and modern cultural traditions and ideas. Aspects of daily life in other world cultures are promoted in geography. For instance, recently pupils in Years 1 and 2 have been captivated by Brazil and the rainforest and have made simple comparisons between life there and at home. Junior pupils have studied examples of Picasso's art and reproduced it in their own ways, using paint and also transferring the designs to an ICT art program. The local area's historic sites are used very effectively to bring to life Roman culture. Religious education also contributes well to pupils' cultural understanding through teaching about world faiths and other ways of life.

Pupils have very positive attitudes to school and to their work, and their behaviour is excellent.

30. All the strengths noted at the last inspection have been sustained and taken further. These reflect the high quality of provision for pupils' academic and social development noted above. Reception children make good progress in their personal, social and emotional development as they are provided with very good routines and guidance. This helps them choose activities for themselves, listen to each other and adults, share resources and play sensibly, and assist each other with tasks. For instance, in a mathematical activity two children were very fair in taking turns to use the computer, and children making bubble pictures shared the paint sensibly.
31. Pupils' very good attitudes to their lessons make an important contribution to their progress through school. In every class, inspectors saw enthusiastic learners that relish the challenges they are given and take real pride in the quality of the work they produce. Pupils settle quickly to lessons, listen and contribute well in whole-class activities and work busily either alone or co-operatively when this is required. In a Year 3 design and technology lesson every child concentrated really hard to construct and decorate some complicated card boxes. In discussion, the Year 5 pupils were eager and confident when talking about their work; the evaluations they made of their achievements were honest and thoughtful. Their independence in learning, researching and making choices about how to organise their work, is akin to that usually seen in Year 6. School council members who spoke to an inspector were enthusiastic and articulate in explaining how their views for improvements are discussed and acted upon.
32. Pupils' behaviour, and their relationships with one another, are excellent in lessons, around the school, in the lunch hall and in the playground. This was epitomised during a wet lunch break when pupils were in their classes. Groups played together amicably and cheerfully, some Year 5 pupils helped with reception children, and a group of girls enjoyed the privilege in the ICT suite of logging on to a special club site.

33. The school's spiritual and social values are reflected in the way the pupils are supporting a charity appeal to supply farm animals to a Ugandan village. During the inspection week their fund raising task was to 'care for' decorated eggs in home-made safety containers. The importance the pupils placed on doing this well was apparent in the attractive design and decoration of these items, and also in the way each one carried the egg so carefully to and from school each day.

Leadership and management are very good overall. The headteacher is an excellent leader who is ably supported by his staff and by a very high level of commitment from the governing body.

34. The school's roll has increased substantially since the last inspection reflecting its growing popularity with parents. The present headteacher has been in post for four terms and is proving a dynamic leader, continuing the growth and improvement of the school. His commitment and enthusiasm are excellent and well focused on providing the best education possible for the pupils so that they achieve high standards. Pupils are responding very well to his influence and encouragement. This is seen in their enthusiasm to learn and do their best.
35. Key factors in the headteacher's highly effective management are the new procedures he has introduced to monitor and evaluate the work of the school. Regular observation of lessons, analysis of national and school data on standards, and discussions with staff and governors about the school's strengths and areas for improvement have led to a very positive climate of self-review. All teachers are involved and carry out their subject-leader responsibilities conscientiously. The senior managers support the headteacher competently.
36. The detailed school-improvement plan has pertinent development priorities; for instance, improving the use of ICT and pupils' writing skills. There is scope for the criteria for measuring success to be quantified, and to state more precisely the planned costs of each priority. Subject leaders prepare sound annual action plans that outline how to improve provision and raise standards further. These plans are agreed with the headteacher, who makes sure teachers have opportunities to observe colleagues teach and to lead staff meetings. The success of these arrangements can be seen in improvements in provision; for instance, for mathematics and ICT as a direct result of the subject leaders' good leadership and the headteacher's guidance and support.
37. The headteacher is effectively delegating responsibilities where possible and gradually making changes to improve the educational provision. For instance, the pupils in Years 3 to 5 are now set for some literacy and numeracy sessions so that teachers can match work more closely to pupils' abilities. Regular training of teaching and support staff is a priority and its impact is seen in the high expectations staff have of pupils' achievements and the strong teamwork amongst all staff.
38. The support given by the governing body and individual governors to the life and work of the school is very good. The governing body carries out its role very effectively and securely fulfils its statutory responsibilities. Governors have a very clear understanding of the school's strengths and areas for improvement, through formal visits to the school, links with subject leaders and the way they informally gather views and opinions about the school from supporting in classes and living in the local area. This knowledge is helpful as the headteacher, staff and governors review progress towards targets set in the school improvement plan. Priorities in the plan

are carefully chosen after discussions and a study of the financial implications. The school's budget surplus of 2001/2 and available grants have been wisely used for initiatives, firstly to create an ICT suite and shortly to provide a new covered addition to the reception children's outdoor area. The increase in the number of classes from three to four has been very well managed, through the sensible use of redundant lunch-serverly space and by prudent budgeting for the additional staffing. As the school is small, the costs per pupil are much higher than average. Nevertheless this is a very efficiently run school, so it gives good value for money.

Pupils benefit from the very good involvement of parents in the life of the school and first-rate community links.

39. The very good links with parents noted during the previous inspection have been sustained, and parents and members of the community hold the school in very high regard. This is apparent from the school's own canvassing of parents' views, responses to the Ofsted parents' questionnaire (on page 24) and information offered at the meeting for parents. Parents feel very comfortable about coming into school to talk with teachers. During the inspection it was evident that the headteacher, teachers and office staff are readily available, particularly at the start and end of the school day. Parents feel able to contribute their ideas to the school and a good number help directly in the classes or school clubs. The very good range of extra activities that the school provides is popular with parents. There are very effective home and school links, with parents contributing well to their children's education by regularly hearing them read and supporting with other homework. This all helps to improve standards further.
40. Pupils benefit from excellent local community links. There is a very positive working relationship with the pre-school adjacent to the school. The headteacher visits weekly for a story session, and pre-school children frequently enjoy playtime with the school age ones. Local residents regularly support school events, which are central to village life. The parents-and-teachers association organises special events for the pupils too. The school governors make arrangements for its swimming pool to be used by the community in the summer holidays. A new link with the Over-60's Club has been forged recently, with members and older pupils working together on an arts project. The school is an integral part of the local church community both giving and gaining support in this relationship. Another strength, which enhances pupils' educational opportunities and provides teachers with extra support, is the school's involvement with its local 'family' of small schools that feed to the middle school.

WHAT COULD BE IMPROVED

41. No major aspects of the school's life and work are in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	12	3	0	0	0
Percentage	5	24	57	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	89
Number of full-time pupils known to be eligible for free school meals	N/A	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	8
	Girls	9	9	9
	Total	16	18	17
Percentage of pupils at NC level 2 or above	School	89 (83)	100 (75)	94 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	9	9	9
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	89 (83)	94 (83)	94 (83)
	National	85 (85)	89 (89)	89 (89)

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	69	0	0
White – Irish	1	0	0
White – any other White background	3	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	16	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 – Y5

Total number of qualified teachers (FTE)	5.4
Number of pupils per qualified teacher	16.5
Average class size	22.25

Education support staff: YR – Y5

Total number of education support staff	7
Total aggregate hours worked per week	117

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

Financial information

Financial year	2001/2
	£
Total income	282,825
Total expenditure	282,546
Expenditure per pupil	3,211
Balance brought forward from previous year	21,948
Balance carried forward to next year	22,227

Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.4

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	65
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	71	26	0	3	0
Behaviour in the school is good.	56	41	3	0	0
My child gets the right amount of work to do at home.	44	44	3	0	9
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	47	44	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	3	0	0
The school expects my child to work hard and achieve his or her best.	68	29	3	0	0
The school works closely with parents.	53	44	3	0	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	76	24	0	0	0

Note: 3% represents one person's response