

INSPECTION REPORT

Barrington C of E Primary School

Barrington

LEA area: Cambridgeshire

Unique Reference Number: 110781

Headteacher: Miss S J Dorrington

Reporting inspector: Miss G Biscomb
T12264

Dates of inspection: 2 - 5 March 1998

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Information about the school

Type of school	-	Infant / Junior
Type of control	-	Voluntary
Age range of pupils	-	4+ to 11
Gender of pupils	-	Mixed
School address	-	Haslingfield Road Barrington Cambridgeshire CB2 5RG
Telephone number:	-	01223 870371
Appropriate authority:	-	Governing body
Name of chair of governors:	-	Mr A Hayden

Information about the inspection team

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D Fisher	Art Design and technology Information technology Mathematics	Curriculum and assessment Staffing, accommodation and learning resources The efficiency of the school
M Farman	English Geography History Religious education	Pupils' spiritual, moral, social and cultural development Equal opportunities Areas of learning for children under five

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Main findings

1. Barrington Primary School is a good school with some very good features. It is well led by a very good headteacher who is supported by an effective governing body and a committed staff. Pupils' attitudes to work and behaviour are very good. Relationships are excellent. The school promotes spiritual, moral, social and cultural development very well. There are good standards in English, history and religious education in both key stages. Teaching is good or very good in almost three quarters of all lessons, very good in a fifth and always satisfactory. There are very good systems in place for assessing pupils' progress and using assessment to plan appropriately. The quality of care for the pupils is very good.

Educational standards achieved by the pupils at the school

1. The school achieves good standards in literacy and good use is made of the pupils' knowledge in their work generally. In the National Curriculum standard assessment tests in English in 1997, standards at the end of Key Stage 1 were similar to national averages at level 2, the level expected of pupils of seven years of age. The percentage of pupils reaching level 3 in reading and writing was above the national average. Reading was particularly good at level 3 with 62% of pupils reaching this level compared with 25% nationally. In the National Curriculum standard assessment tests in English in 1997, standards at the end of Key Stage 2 were similar to national averages at level 4, the level expected of pupils of eleven years of age, but below national averages at level 5. There are difficulties with comparing small cohorts of pupils against national averages. Stage 2 results were adversely affected by the absence of one of the small cohort of Year 6 pupils. Teachers' assessments which are consistently accurate support this view. Standards in the school at present show that similar standards should be achieved at the end of both key stages. Standards in reading are good across the school. Standards in writing are good with some examples of very good work. Pupils listen well and speak confidently and fluently.
1. In the National Curriculum standard assessment tests in mathematics in 1997, standards at the end of Key Stage 1 were similar to national averages at level 2, the level expected of pupils of seven years of age, and well above national averages at level 3. In the National Curriculum standard assessment tests in mathematics in 1997, standards at the end of Key Stage 2 were similar to national averages at level 4, the level expected of pupils of eleven years of age, and also at level 5. Standards of work seen during the inspection are in line with national expectations for the end of the key stages. Pupils make satisfactory use of their numeracy skills in other parts of the curriculum, in science for example.
2. In the National Curriculum standard assessment tests in science in 1997, standards at the end of Key Stage 2 were similar to the national averages at level 4, the level expected of pupils of eleven years of age, but below national averages at level 5. These standards are being maintained and the majority of pupils are likely to reach level 4 at the end of the key stage. Pupils have a sound knowledge of life and living things, physical processes and materials and their properties and of the processes of investigation. There are no national tests at Key Stage 1; teachers judged that all pupils had reached level 2. Pupils observed in lessons are reaching similarly appropriate standards.
1. From the observation of lessons and from completed work, attainment is good in history and

religious education in both key stages. Attainment is at the level expected of pupils of seven and eleven years of age in art, design and technology, geography, information technology and music in both key stages. Whilst skills needed for games' playing are not well developed, attainment in physical education judged on the lessons observed, is satisfactory overall.

1. Pupils under five years of age have average attainment when they enter the school, make good progress through the recommended areas of experience and are well-prepared for the National Curriculum. In Key Stage 1 progress is good in English, history, music and religious education and satisfactory in mathematics, science, geography, art, information technology, physical education and design and technology. Progress is good in Key Stage 2 in English, mathematics, art, history, information technology, music and religious education. In this key stage progress is satisfactory in design and technology, science, physical education and geography. Pupils in Years 3 and 4 make very good progress. Progress for pupils with special educational needs is good and in Key Stage 2 progress for higher attaining pupils, is good. Whilst attainment is satisfactory overall in science further development to give pupils more responsibility for scientific investigation is needed and is recognised as a priority for the school.
2. Pupils' attitudes are good; in all subjects they quickly settle to work and respond eagerly to questions. Pupils concentrate and work hard at the tasks they are set, including written work. They enjoy a challenge, such as solving problems in mathematics. They are able to discuss ideas with confidence. They have a serious and purposeful attitude to work which contributes in no small part to the good standards being achieved in some subjects and the satisfactory standards overall. Behaviour is very good and pupils are respectful, reliable and co-operative.
3. Attendance is well above the average for similar schools and there are good procedures for monitoring and recording absence.

The quality of education provided

1. Teaching in the school is good or very good in 73% of all lessons and satisfactory in all lessons. Teaching is very good in 20% of lessons. Good teaching is found in all parts of the school and across the curriculum. During the inspection some very good teaching was seen in information technology, music, English, art, mathematics, religious education and history. Too little teaching of design and technology and geography was seen during the inspection to make a judgement about the quality of teaching in these subjects.
1. The very good teaching is marked by good subject knowledge which enables the teachers to be confident in preparing appropriate material for the lesson, asking relevant questions, setting challenges and giving expert guidance for improvement.
2. In most lessons the work is planned to meet the needs of all pupils. Some small group work for pupils with identified special learning needs, focuses directly on the pupils' spelling and writing. The individual plans for these pupils are sufficiently detailed in describing where the problems lie and the work in the classroom is planned appropriately. Pupils who have high attainment are reaching standards that are higher than the expected level because work is

planned at an appropriate level, regardless of age.

3. Support teachers and assistants know what is to be taught and where their help is needed. This is provided skilfully and unobtrusively. There is a mixture of well-focused support which can be in the classroom or in the library area, with small groups. Materials are always ready for use and appropriate for the work to be done.
4. Teachers handle the few occasions when pupils lose concentration very well and lessons are not disrupted. Planning provides clear objectives and pupils know what they are expected to achieve. Teachers use a variety of strategies which include whole class teaching and activities in groups.
5. Teachers know the pupils in their classes very well. Relationships are excellent. They spend time during lessons talking to pupils about their work, praising or expressing dissatisfaction and helping them to understanding what they are learning. Homework in reading, spellings and tables, is set. Marking is done regularly and often contains helpful comment and advice.
6. The school meets statutory requirements by providing a broad and balanced curriculum. It meets the needs of pupils under five who experience the recommended areas of learning and are well-prepared for the National Curriculum. Pupils in the reception class are following the National Curriculum for pupils in Key Stage 1 at this stage of the school year.
7. There is a strong emphasis on English and mathematics and pupils are grouped across the school by attainment, for some sessions. There is good planning through policies and schemes of work for all subjects except art and design and technology. The two year curriculum cycle ensures that pupils do not repeat units of work. There are good examples of topic work where art and history are linked. All parts of the curriculum are made available to all pupils. The provision for pupils with special educational needs is good; group teaching in addition to class work is planned to help with identified difficulties. There are extra-curricular activities in sport and music, some with the help of parents, a member of the support staff and a former pupil. Whilst the range is limited, extra-curricular activities have been offered but have not always been well-supported. There is a good range of educational visits and visiting speakers to enhance the curriculum.
8. There are very good examples of teachers' systematic assessment of pupils' work in all subjects. Teachers ensure that their planning is based on what pupils have already learned.
9. Identification and assessment of the needs of pupils with special educational need is well managed and confirmed by members of the local authority support team. Reviews of progress are carried out at appropriate times and parents are kept informed.
10. The school monitors the progress of all pupils very well. Those with special educational needs are well supported. Pupils understand and respect the standards and expectations about behaviour. Examples of self-discipline, good manners and considerate behaviour are found throughout the school.
11. Staff are well-briefed about and are aware of child protection procedures. There are good procedures in place for dealing with any medical needs and to ensure that the environment and practices for the pupils' care are safe and secure. There are efficient procedures for

registration and for following up absence.

12. There is good support from parents who value the qualities they see in the school. The support of parents for reading is influential in the pupils' very good achievements. The school works hard to welcome parents from several communities and is aware of and does its best to involve those who live some distance from the school. Reports of pupils' progress are detailed and informative. There are very good links with the local community and the curriculum is enriched by visits and by visitors. The pupils benefit from fund-raising by the dedicated and hard working Friends of Barrington School and from the team of parent helpers who are regular workers in the school.

Spiritual, moral, social, and cultural development

1. Provision for the development of pupils' spiritual, moral, social and cultural development is very good. The school devotes much care and effort in creating an ethos in which respect for others and valuing each person, are priorities. There are many opportunities within the curriculum and in assemblies for pupils to reflect on their thoughts, feelings and experiences.
1. Pupils develop good moral values as they progress through the school. They know right from wrong, and accept the standards of behaviour that are expected. They develop a strong sense of justice and fair play. Social development is very good. Pupils are given responsibilities and carry them out faithfully. They help younger pupils and work well with their peers.
2. Many opportunities are planned into the curriculum to foster an interest in and understanding of pupils' own culture and other cultures. Regular visits are made to local places of interest and visitors are invited to share their different cultures and beliefs. Art, music and history lessons are used to widen pupils' cultural experiences.

The management and efficiency of the school

1. The headteacher gives clear educational direction to the work of the school and through example establishes expectations of very good quality teaching and high standards. The school's work is based on well documented policies and clearly expressed and established values. Individuals, adults and pupils, are valued and this permeates the school and provides a good ethos for learning. The effectiveness of the headteacher's leadership is seen in the pupils' attitudes, the strong and supportive team of staff which gives a sense of purpose and drive, and the good standards achieved in much of the work of the school.
1. The chairman of governors is a frequent, supportive and understanding visitor. Governor committees are active and a productive partnership between governors and the school's management has developed. All statutory requirements are met.
2. The deputy headteacher has responsibility for two successful areas of the school's work, special educational needs and assessment. She provides experienced support to the headteacher. Each member of the teaching staff has responsibility for co-ordinating or over-seeing parts of the curriculum and considerable time has gone into producing the detailed plans which provide a sound basis for lessons. English, mathematics and science co-

ordinators are given time to visit classrooms and monitor the curriculum for progression and continuity. The headteacher has a secure knowledge of the work of the school from teaching, observation and discussion and has identified teaching as a development area. The sharing of good practice and the influence of experienced teachers, with different strengths, on each other's teaching, is not within the school's formal planning for development. Development planning provides a sound basis for progress but is not sufficiently detailed about spending priorities for curriculum development.

3. The school has an adequate number of appropriately qualified teachers and support staff to meet the needs of the curriculum for pupils under five and in Key Stages 1 and 2. Together they are an effective team, sharing subject expertise and supporting each other. Support staff are very well-qualified and a valuable part of the team. There is additional part-time teaching provision for information technology, music, science and mathematics. This addition to the teaching team has a very positive effect on the standards achieved by pupils. Teaching and support staff have good access to in-service training. Needs are identified for the individual through teacher appraisal and for the school through the development plan.
4. Accommodation is adequate to meet the needs of the curriculum, except for the hall space which restricts some work in physical education. Classrooms are well-organised and all areas of the school are utilised to provide a stimulating environment and to display the good quality work produced by the pupils.
5. Resources are adequate for the delivery of the National Curriculum subjects and good for information technology. There is a well organised and resourced library. Good use is made of resources in the information technology area.
6. The school is managed efficiently and developments are supported through careful financial planning. Priorities, such as the development of the library, are agreed with staff and governors. Plans for an additional class in 1998/99 are based on careful consideration of the financial and teaching implications. There are thorough systems for financial control. Administration is unobtrusive and gives good support to the work of the school. Funds allocated for training and for supporting pupils with special educational needs are used to good effect.
7. Standards are mainly in line with those expected of primary aged pupils, with some higher standards. Attitudes to learning are very good. Teaching is always satisfactory and mainly good. Spending decisions to provide extra support for mathematics, information technology and music are effective. Pupils make good progress in many aspects of their work. In particular pupils with special educational needs progress well and there is very good progress in the lower part of Key Stage 2. In relation to the income received, the quality of education provided and the standards achieved by the pupils, the school provides good value for money.

Key issues for action

1. The key issues should be seen in the light of the good quality of many aspects of the work of the school. They support the school's priorities and plans for development.

1. In order to enhance further the pupils' learning opportunities, the governors and senior managers of the school should:
 - identify opportunities for individuals and groups to plan, carry out and record the results of work in the investigative and experimental parts of the science curriculum;
 - provide opportunities for teachers to share the best teaching practice in the school in order to widen the range of teaching strategies;
 - identify more precisely the financial resource implications for curriculum development in the long term development plan.

Introduction

Characteristics of the school

1. The school is situated approximately eight miles south of Cambridge. It serves the village of Barrington and since the closure of its own school, the village of Shepreth, some three miles away. The two villages are picturesque and have a significant number of expensive properties, but there is a range of social and economic backgrounds. There are one hundred and twenty two pupils on roll, sixty seven boys and fifty five girls. Twenty seven pupils are on the school's register of special educational need, sixteen requiring individual education plans and one pupil has a statement of special need. In general the pupils have average attainment on entry.
1. The school aims to maintain high standards and a high priority is placed on valuing and supporting the individual. Planning priorities are concerned with the future needs of the school in the light of an increasing number of pupils entering the reception class.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:

Year	Boys	Girls	Total
1997	7	9	16

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5 (8)	6 (8)	7 (8)
	Girls	9 (10)	9 (10)	9 (10)
	Total	14 (18)	15 (18)	16 (18)
Percentage at NC Level 2 or above	School	87 (94)	94 (95)	100 (95)
	National	78 (78)	79 (80)	82 (78)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	5 (8)	7 (8)	7 (8)
	Girls	9 (10)	9 (10)	9 (10)
	Total	14 (18)	16 (18)	16 (18)
Percentage at NC Level 2 or above	School	87 (94)	100 (95)	100 (95)
	National	79 (80)	82 (79)	84 (84)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1997	3	7	10

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2 (7)	1 (7)	2 (9)
	Girls	6 (6)	5 (6)	5 (6)
	Total	8 (13)	6 (13)	7 (15)
Percentage at NC Level 4 or above	School	80 (68)	60 (68)	70 (79)
	National	58 (48)	54 (44)	62 (70)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	3 (8)	1 (8)	2 (9)
	Girls	6 (6)	6 (6)	6 (6)
	Total	9 (14)	7 (14)	8 (15)
Percentage at NC Level 4 or above	School	90 (74)	70(74)	80 (79)
	National	50 (55)	60 (54)	65 (64)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School	3.5
		National comparative data	5.7
	Unauthorised absence	School	0.05
National comparative data		0.5	

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		0
	Permanent		0

Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better		20
	Satisfactory or better		100
	Less than satisfactory		0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. Attainment in English in the school overall, is good. Pupils make good use of their literacy skills in other parts of the curriculum, in particular in history and satisfactory use of their numeracy skills in geography and science. There is little significant difference in the performance of boys and girls compared with national averages.
1. In the National Curriculum standard assessment tests in English in 1997, standards at the end of Key Stage 1 were similar to national averages at level 2, the level expected of pupils of seven years of age. The percentage of pupils reaching level 3 in reading and writing was above the national average. Reading was particularly good at level 3 with 62% of pupils reaching this level compared with 25% nationally. In the National Curriculum standard assessment tests in English in 1997, standards at the end of Key Stage 2 were similar to national averages at level 4, the level expected of pupils of eleven years of age, and but below national averages at level 5. Teachers' assessments which are consistently accurate show that Key Stage 2 results were affected by the absence of one of the small cohort of Year 6 pupils. Standards in the school at present show that similar standards should be achieved at the end of both key stages. Standards in reading are good across the school. Pupils show an appreciation of books; the interest is fostered by regular reading sessions and by the good range of attractive books for reference. Many pupils can discuss their favourite author and have a good grasp of plot and character. Standards in handwriting are good. Writing includes poetry, longer examples of prose and letter writing. Pupils in Key Stage 1 are able to write independently with neat joined handwriting. In Key Stage 2 pupils plan their writing and punctuate it correctly. There is some weakness in writing for information in subjects such as science. Presentation is good in the school as a whole. Pupils listen well and are keen to answer questions, often giving reasons for their answers. They speak confidently and fluently and are able express feelings and opinions. In Key Stage 1 pupils can talk about their likes and dislikes and by the end of Key Stage 2 they can explain and discuss their work with the whole class.
2. In the National Curriculum standard assessment tests in mathematics in 1997, standards at the end of Key Stage 1 were similar to national averages at level 2, the level expected of pupils of seven years of age, and above national averages at level 3. Pupils have a good grasp of addition and subtraction and are able to apply them in solving problem. They can describe and name different shapes. In the National Curriculum standard assessment tests in mathematics in 1997, standards at the end of Key Stage 2 were similar to national averages at level 4, the level expected of pupils of eleven years of age, and also at level 5. Standards in the school now are in line with national expectations of pupils achieving level 2 and level 4 by the end of the key stages. Pupils are able to work in decimals and fractions and have a good knowledge of multiplication tables.
3. In the National Curriculum standard assessment tests in science in 1997, standards at the end of Key Stage 2 were similar to the national averages at level 4, the level expected of pupils of eleven years of age, but below national averages at level 5. These standards are being

maintained and the majority of pupils are likely to reach level 4 at the end of the key stage. Pupils have a sound knowledge of life and living things, physical processes and materials and their properties and of the processes of investigation. They know about plants, electricity and forces and are able to apply knowledge from previous lessons, to new work. Year 6 pupils used their knowledge of electrical circuits to make games for pupils in Key Stage 1 and younger pupils gain new ideas and information from them.

4. From the observation of lessons and from completed work, attainment is good in history and religious education in both key stages. In history pupils are able to compare life in the past with their own lives and by the end of Key Stage 2 know about life in Tudor and Victorian times. In religious education they show a mature understanding of issues arising from stories from the Bible. Attainment is at the level expected of pupils of seven and eleven years of age in art, design and technology, geography, information technology and music in both key stages. In these subjects pupils have a sound basis of skills to use in developing their work. Whilst skills needed for games' playing are not well developed, attainment, in physical education judged on the work seen in lessons, is satisfactory overall and some work in dance is good.
5. Most pupils enter the school with average attainment. Pupils who entered the school under five years of age have made good progress through the recommended areas of experience. They have achieved the desirable outcomes for five year olds; they are well-prepared for and are now following the National Curriculum. In Key Stage 1 progress is good in reading, writing, speaking and listening, history, music and religious education and satisfactory in science, geography, art, information technology, physical education and design and technology. Pupils make satisfactory progress in mathematics and become confident in solving mathematical problems.
6. Progress is good in Key Stage 2 in English, mathematics, art, history, information technology, music and religious education. Writing becomes more refined in Key Stage 2 as pupils revise the content and accuracy of their work. They increase their reading skills and make good progress in their use of reference books. They increase their competence in mental computation. There is good progress in musical composition. In this key stage progress is satisfactory in design and technology and geography. Whilst progress in science is satisfactory overall, the school is rightly making the development of investigation a priority, so that pupils will have more responsibility for planning, carrying out and recording, making use of their ideas and knowledge. Progress in information technology is good particularly where there is additional teaching in Years 3 and 4. Progress is satisfactory overall in physical education, but is limited in games by the level of skill.
7. Progress is good in particular in Years 3 and 4 in most aspects of the curriculum. Progress for pupils with special educational needs is good particularly in reading and progress for higher attaining pupils is good. The arrangements to teach smaller groups for mathematics and the work planned to meet different levels of attainment in English and science, contribute to the good progress made overall.
8. The school monitors pupils on entry and checks on progress regularly. National Curriculum standard assessment test results are used to plan to raise standards. Whilst results of national tests vary from year to year because of numbers, overall standards meet and regularly exceed

the standards expected of pupils at the end of the key stages.

Attitudes, behaviour and personal development

1. Pupils respond very well to teaching and quickly settle to work. There is a readiness to answer questions in all classes and pupils with higher attainment enjoy the challenges set through questioning and through appropriate tasks. Pupils with special educational needs are equally involved in lessons. Pupils show sustained interest; they are enthusiastic when involved in practical activities but also concentrate very well in recording their work or writing creatively. They present work neatly and accurately. The pupils express ideas and opinions confidently for example in discussing Lent or life in Tudor times. There is much interest in solving problems in mathematics. Pupils have a serious, purposeful attitude to work which contributes considerably to the good standards achieved in English, history and religious education in all classes and the satisfactory standards overall.
1. Behaviour throughout the school is very good. All pupils are aware of the rules and expectations of the school and respond to the school's code of conduct. They are polite and considerate to visitors. Play outside is lively but controlled and pupils are careful of each other in the limited space available in the winter months. There have been no exclusions in the last three years.
2. There is no evidence of vandalism by the pupils and displays, resources and the building are respected.
3. There is an harmonious feel in the school. Pupils show confidence in and respect for all adults who help them. Pupils work well together, seen particularly in science when carrying out experiments, in history research and in games and dance. In class they are willing to help each other and give support; a good example of this is when older pupils spend time reading to the youngest pupils in the school and do so in a very adult way.
4. The pupils are very willing helpers in preparing the hall and classrooms and in being responsible for a wide range of jobs in the school and the classroom. They can be relied on to be sensible and serious about their contribution to the school community.

Attendance

1. Attendance at this school is very good, and is well above the national average. There are efficient recording procedures. The pupils are eager to reach the school, to the sound of the daily 'reminder' bell rung by older pupils. They obviously enjoy their schooling and settle well into classes.
1. Unauthorised absence is rare and due largely to extended family holidays. There is no truancy, with parents being very supportive of the need for regular attendance by their children.

Quality of education provided

Teaching

1. The quality of teaching in the school is good or very good in 73% of all lessons and satisfactory in all lessons. Teaching is very good in 20% of lessons. Good teaching is found in all parts of the school and across the curriculum. During the inspection some very good teaching was seen in information technology, music, English, art, mathematics, religious education and history. Too little teaching of design and technology and geography was seen during the inspection to make a judgement about the quality of teaching in these subjects.
1. The very good teaching is marked by good subject knowledge which enables the teachers to be confident in preparing appropriate material for the lesson, asking relevant questions, setting challenges and giving expert guidance for improvement. In mathematics the pupils are challenged by mental arithmetic and mathematical problems. In music a wide range of strategies is used to inform and involve pupils in listening, commenting, composing and playing. In information technology teaching is directly related to the work being covered in other subjects.
2. In most lessons the work is planned to meet the needs of all pupils. Some small group work for pupils with identified special learning needs, focuses directly on the pupils' spelling and writing using programmes of study which are related to individual needs. The individual plans for these pupils are sufficiently detailed in describing the targets to be achieved and the work in the classroom is planned appropriately. Pupils who have high attainment are reaching standards that are higher than the expected level because work is planned at an appropriate level, regardless of age.
3. Resources are used well in most lessons. Support teachers and assistants know what is to be taught and where their help is needed. This is provided skilfully and unobtrusively. There is a mixture of well-focused support which can be in the classroom or in the library area, with small groups. Materials are always ready for use and appropriate for the work to be done.
4. On the few occasions when pupils do not concentrate throughout the whole of the lesson teachers handle these situations very well and lessons are not disrupted. Planning provides clear objectives and, pupils know what they are expected to achieve. Teachers maintain a good mixture of listening, responding, practical activities and writing.
5. Teachers know the pupils in their classes very well. They spend time during lessons talking to pupils about their work and their understanding of what they are learning. Homework in reading, spellings and tables, is set. Marking is done regularly and often contains comment and advice. Relationships are excellent. Teachers praise pupils and on occasions express dissatisfaction about what is being achieved.

The curriculum and assessment

1. The school offers a broad curriculum, covering all National Curriculum subjects and religious education, meeting all statutory requirements. There is strong emphasis on English and mathematics in which the pupils are grouped according to ability on three occasions in the week. There is a two year curriculum cycle to ensure that pupils do not repeat units of work. This system is effective in ensuring progression and continuity through the programmes of study. Good cross curricular links are established. Examples being seen in

termly projects when information technology and art are linked to history. The mathematical understanding of co-ordinates is linked to map work in geography. Discretionary time has been allocated to increase time in literacy and numeracy, swimming, personal, social and health education.

1. The curriculum meets the needs of the children under five. It provides coverage of the areas of learning which young children should experience and ensures a secure foundation for progression into the National Curriculum. The school plans equal access to the curriculum for all pupils through agreed policies and practice. Provision for pupils with special educational needs is good. A register of pupils and their needs is maintained in line with the Code of Practice. Individual educational plans support pupils' learning and are reviewed termly.
2. The curriculum successfully promotes pupils' intellectual, physical and personal development. Pupils are continually challenged in their thinking. Personal development is very effectively addressed through a whole school programme for personal and social education. Pupils are well prepared for their secondary schools.
3. Curriculum policies are established in all subjects and are central to teachers' planning. Whole school schemes of work are agreed with the exception of art and design and technology. Draft schemes of work in English and mathematics are used as working documents.
4. Medium and short term plans are precise and clearly identify learning targets for pupils. All planning is monitored by the headteacher.
5. The school provides limited opportunities for pupils to be involved in extra curricular activities. Opportunities are provided for pupils to participate in competitive team games, to learn the recorder and to join a gymnastics club. Twenty three pupils participate in netball and football organised by a past pupil, a parent and a teacher. The curriculum is enhanced by a wide range of educational visits and visitors who share their skills and knowledge with pupils.
6. Homework, involves reading, learning spellings and multiplication tables. Older pupils are encouraged to research information in relation to their class projects. These activities make a positive contribution to the standards achieved by pupils.
7. There are very good systems in place and the school meets the statutory requirements for assessment. Teachers plan assessments in all subjects following the completion of a unit of work. The results of assessment are used to inform future planning. Teachers know their pupils well and ensure work is matched to prior attainment. Reports are informative and contain future learning targets. Parents are invited to discuss their children's progress each term. Identification, assessment and reviews of pupils with special educational needs are carried out efficiently with the support of the learning support department of the local education authority.

Pupils' spiritual, moral, social and cultural development

1. The school's spiritual, moral, social and cultural provision for its pupils is very good and a strength of the school. A very strong emphasis is placed on this aspect of pupils' development in order to broaden and deepen their values and experiences. Parents place much value on this aspect of the school's life.
1. Assemblies celebrate achievements and give very good opportunities for pupils to reflect and think about the feelings, needs and emotions of others. A calm and reflective atmosphere is provided in the act of collective worship which gives pupils time to develop their ability to think deeply and to consider personal feelings and emotions. The personal, social and moral education sessions provide valuable times for pupils to discuss and raise issues in an increasingly mature and responsible manner. All staff place value on pupils' ideas, opinions and contributions. They ensure that opportunities are provided for pupils to reflect on and consider the meaning of events and actions.
2. Pupils develop very good moral values as they progress through the school. They are effectively taught to know right from wrong. Staff know their pupils very well and are trusted by them. Rules, rewards and sanctions are agreed on and adhered to by staff and pupils. This is backed up by the behaviour policy, assemblies and reflection time. Staff take time to praise pupils and to discuss with them the causes and effects of misbehaviour. Pupils develop a strong sense of justice and fair play. All pupils are encouraged to take responsibility for their own actions and the older pupils realise the effect their actions may have on themselves and on others. Moral issues are promoted in assemblies and in religious education lessons. For example, in one religious education lesson at Key Stage 2, pupils are asked to reflect on the moral issues of greed, envy and murder raised in the story of Ahab, Naboth and Jezebel.
3. Pupils' social development is very good. They have a weekly forum where any issues may be raised and discussed. This has a positive effect on their social development. The meeting is conducted as a business meeting, a pupil takes the chair and acts with authority and maturity. The positive relationships between staff and pupils assist pupils' social development and the mature manner in which the older pupils are treated prepares them well for their transfer to secondary school. Older pupils are encouraged to take responsibility for younger pupils, they read to and with them and take care of them around the school. A variety of jobs, such as ringing the school bell and sorting the post, are undertaken by pupils. Pupils work well together in lessons and help and support each other. They grow in confidence and self worth and are very proud of their school.
4. Very good use is made of the local church and, until his retirement, the vicar was a frequent and welcome visitor. Pupils are taught about other cultures and beliefs and very effective use is made of visits and visitors, for example Hindus have visited to explain why they dress differently and the meaning of their belief. Pupils make a variety of residential visits and make regular use of the local village, museums and places of interest. The curriculum is used very well to develop pupils' awareness of their own culture, for example work on canal art, cultures of other countries and of other times. Very good and effective use is made of work in geography and history to promote positive images of life in countries such as Africa and India, and the playing of Tudor music in assemblies. The school functions very well as a community and is used by the wider village community for meetings and other events.

Support, guidance and pupils' welfare

1. This is a happy school where pupils enjoy the closest support of a dedicated, committed staff who work hard and create a safe, secure environment. The quality of care is very good and pupils are encouraged to progress in learning and working together. Good humour and respect are seen throughout the school; pupils feel they belong to a caring community in which they participate in a mature and considerate manner. Incidents of poor behaviour are rare and quickly curtailed. Pupils feel confident in approaching their teacher or any member of staff if they have a problem and are confident in taking responsibility for their own actions. The pupils are eager to attend school, and parents in the questionnaire stated that 'my child loves going to school and loves his teacher'. Pupils work well in lessons and are articulate and polite when responding to questioning. Academic progress is monitored well both formally and informally by the teaching staff who work as a whole school team. Good arrangements for the consumption of food at midday and high standard of cleanliness are consistently maintained.
1. There are well written, documented procedures in the school, developed policies and a staff who are trained and knowledgeable in their implementation. Discipline is consistently maintained and pupils respond well, monitoring and setting good examples for others. Self-discipline is positively encouraged across all age groups; there is no bullying and this is reinforced by the pupils' own attitudes to any poor behaviour.
2. The well trained staff are effective in their vigilance for possible child abuse, understand the procedures and need for awareness. Pupils are carefully instructed during personal and social education lessons and in class forums for the need to look after themselves, to care for others and to develop a sense of community spirit.
3. The school has a caring, Christian ethos with effective practices for the welfare of its pupils. There is close co-operation with the receiving school and local playgroup. All the pupils receive very good support and guidance, including those with special educational needs. Pupils feel welcomed into a friendly school where they are valued members of an orderly community and they in turn value the aims of their school and the support they receive from its staff.

Partnership with parents and the community

1. The school works hard to promote a strong, productive partnership with the parents of the pupils attending from the immediate village and the several surrounding communities whose pupils commute daily. Parents speak of the warm community spirit fostered by the school and this is endorsed in discussion with the pupils. Parents feel welcome in the school, are appreciative of the quality of the information they receive and praise the content of the annual reports, which contain progress and attainment levels and set targets for each child. There are many opportunities for formal and informal discussions with staff, who are approachable, responsive and accessible to parents. Parent helpers are active members of the team, are well briefed and valued by pupils and staff.
1. Pupils are involved with the local community through field trips for topic work, residential visits and participation in local church services. A visiting specialist in safety procedures, a

former pupil helping with football practice after school and participation in charity activities, for example, help maintain active links with the wider community and assist in developing a sense of citizenship in the pupils at the school. Regular fund-raising events involve the surrounding communities directly, with the school proving the focus for these well-attended activities. Through the efforts of the dedicated Friends of Barrington the pupils have access to a good range of outdoor climbing equipment.

The management and efficiency of the school

Leadership and management

1. The headteacher gives clear educational direction to the work of the school. She knows the school's strengths and the areas in need of development and has a realistic understanding of how and when progress can be made. She provides strong leadership by example in her high standards of teaching, planning, administration and commitment to the aims, values and policies of the school.
1. The governing body is supportive and interested and has confidence in the headteacher. The chairman of governors is a frequent visitor and is an informed and supportive listener and wise friend. Governor committees take an active part in the school's development and individual governors visit and report on selected aspects of the school's work.
2. The headteacher is well-supported by the deputy headteacher and a team of teachers and assistants, who feel valued and involved. The deputy headteacher takes responsibility for two successful areas of the school's work, assessment and the special educational needs. There are co-ordinators for English, mathematics and science who have some non-contact time to maintain an overview of their curriculum areas. This time is used advantageously to focus on specific aspects which are agreed with the headteacher and subsequently discussed and raised as a priority for development where appropriate. There is oversight of all other aspects of the curriculum by members of staff and considerable work has gone into the detailed policies and schemes which form the sound basis for the school's work. Additional funding has been given to provide specialist teaching for the music curriculum, for information technology and for some work in science and mathematics; this is having a significant effect on the pupils' progress and achievements. Overall the effect of the headteacher's leadership and management and of the decisions taken with her guidance, is seen in the good and in many aspects, the very good quality of the school's work.
3. Curriculum development is well managed. The two year cycle has resolved successfully the potential problem of continuity and progression inherent in classes with more than one age group. Development planning is a whole school and governor activity and provides a sound basis for progress. It takes account of future needs, but is not sufficiently detailed about spending priorities.
4. The headteacher has a class teaching commitment for the equivalent of two days per week. Monitoring of the other three classes is informal but regular through the checking of weekly plans and from observation. The sharing of the very good practice seen during the inspection and the influence of experienced teachers, with different strengths, on each others' practice, is

not yet within the school's formal planning for development.

5. There is an ethos in the school which is primarily based on the school's aims, values and policies. Equal opportunities for all pupils is an important aim, successfully fulfilled. Grouping by attainment across the school in mathematics, for example, enables pupils to work at appropriate levels regardless of age. Relationships between staff, between staff and pupils and between pupils, are excellent. The strong sense of community results from the valuing of the strengths and qualities of everyone in the school, adults as well as pupils.
6. An expectation is established in which high standards are aimed for both in work, behaviour and commitment. The success of the school's approach in most aspects of its work is reflected in the pupils' attitudes and in the appreciation of parents for the work of the school.
7. The school complies fully with statutory requirements.

Staffing, accommodation and learning resources

1. The school has an adequate number of teachers with appropriate qualifications and experience to teach the National Curriculum and areas of learning for pupils under five. The teachers are an effective team, supporting each other in all aspects of curriculum development and meeting the needs of their pupils. The school make effective use of part-time teachers to support the teaching of information technology, science and mathematics. Music tuition is provided by a part-time music specialist. These initiatives have a positive effect on the standards achieved by pupils. All staff, both teaching and non-teaching, show high levels of commitment and involvement in their day to day work. They have appropriate job descriptions and curriculum responsibilities. They are responsible for the resourcing of their subject and time has been allocated to enable them to monitor teaching and learning in English, mathematics and science.
1. Arrangements for the appraisal and professional development of staff are established. Staff development and in-service training are appropriate and contribute to meeting individual and school needs.
2. The classrooms are well organised and teachers make good use of the space available. The hall is restrictive and the lack of storage space creates difficulties in organising physical education. The staff work hard to create a stimulating learning environment.
3. Learning resources are adequate in most subjects to meet the requirements of the school's curriculum and the range of pupils. Resources for information technology are good and used effectively to support learning across the curriculum. The library is well organised and resourced to support pupils' research skills. The school makes very good use of the Schools' Library Service in supporting class projects. The school plans effective use of educational visits, both residential and day to enhance learning. Visitors are welcomed and talk to pupils about their experiences.

The efficiency of the school

1. The school is efficiently and effectively managed. Educational developments are supported

through careful financial planning. Priorities are agreed by the staff and funds allocated to enable staff training and resources to be provided. In the current year, the central library has been improved and an additional teaching group for mathematics has been resourced. The school plans to establish an additional class in September and financial implications have been considered. Staff with curriculum responsibilities are responsible for identifying resource needs and monitoring their delegated budget.

1. All of the school's resources are well managed. The headteacher and governors recognise the need to provide additional support for the teaching of music. A specialist is employed to teach three classes and ensure that the National Curriculum requirements are met. The employment of a part-time teacher to support learning in science, mathematics and information technology provides good value for money in relation to the standards achieved in these areas. It also enables teachers to work with smaller groups and provide individual support. The support staff are used effectively to work with pupils identified as having special educational needs.
2. The accommodation is used effectively. The library is well organised and used to develop pupils' research skills. Teachers' plan effective use of space in their classrooms. The school has an outdoor swimming pool, adventure play area and field which are used to support learning.
3. Learning resources are accessible, well organised and used to support teaching and learning.
4. There is effective financial control. Governors are well informed through their finance committee and monitor monthly expenditure. They consider the cost effectiveness of their decisions and have recently completed a three year financial review. The school had a larger than recommended carry forward from the 1996/1997 budget. The governors have discussed this and agreed that the priority is to establish an additional class in September. The carry forward to be used to provide an additional teacher and equipment.
5. Funds received from the Grants for Education, Support and Training scheme are used effectively to develop the curriculum, school effectiveness and staff training. Funds allocated for pupils with special educational needs are supplemented from the school budget to ensure pupils receive good support.
6. The 1997 Audit was satisfactory and the few issues raised have been addressed by the headteacher.
7. The administration is unobtrusive and gives clear support to the central purpose of the school in teaching and learning.
8. Standards are mainly in line with those expected of primary aged pupils, with some higher standards. Attitudes to learning are very good. Teaching is always satisfactory and mainly good. Spending decisions to provide extra support for mathematics, information technology and music are effective. Pupils make good progress in many aspects of their work. In particular pupils with special educational needs progress well and there is very good progress in the lower part of Key Stage 2. In relation to the income received, the quality of education provided and the standards achieved by the pupils, the school provides good value

for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

1. Children are admitted into the reception class at the beginning of the academic year in which they reach five years of age. The curriculum is based on the recommended areas of learning. At the time of the inspection the pupils have achieved the desirable outcomes and are following the National Curriculum.

English, mathematics and science

English

1. The standard of attainment in English from the observation of lessons and the scrutiny of work, is above the national average in both key stages. Standards in reading, in handwriting and in speaking and listening are above national standards at both key stages. From the good start under-fives make in the reception class, the pupils make consistently good progress throughout Key Stage 1 and Key Stage 2. In the 1997 National Curriculum tests at Key Stage 1 the percentage of pupils who attained the national expectation of level 2 was in line with the national average. The percentage of pupils who attained the above average level 3 was well above the national average. At Key Stage 2 the percentage of pupils who attained the national expectation of level 4 was in line with the national average. However Key Stage 2 results were affected by the absence of one pupil from the small cohort.
1. The curriculum meets the National Curriculum requirements for English and all pupils have equality of access and opportunity.
2. Some pupils with special educational needs have difficulties in reading and writing. They make good progress and their attainment is in line with the targets set for them in their individual education plans. Appropriate use is made of support assistants and trained voluntary helpers to listen to pupils reading.
3. Pupils' attainment in speaking and listening is good by the end of Key Stage 1 and very good by the end of Key Stage 2. Throughout the school pupils express themselves clearly and confidently and willingly discuss their work with visitors. They listen carefully and attentively to their teachers and to each other. Their contributions to group and class discussions show a high level of maturity, for example when discussing the rights and wrongs of events in the story of King Ahab and the vineyard. They respond well to the opportunities provided for expressing feelings, voicing opinions and describing events. Year 2 pupils talk confidently about their likes and dislikes. Year 6 pupils discuss and raise questions and talk confidently in front of the whole class. These opportunities extend the pupils' vocabulary and increase their confidence. In many other subjects the pupils explain and describe their work concisely, sensitively and with an effective use of subject specific language.
4. The standard of reading is, overall, above the national average throughout the school. By the end of Key Stage 1 pupils read stories accurately, fluently and with confidence. They

read books at home and show a clear enjoyment of books. Their understanding is increasing and they are able to find facts from appropriate non-fiction books. Many pupils are able to discuss their favourite author and name the stories they prefer. By the end of Key Stage 2 pupils have increased their reading skills and read for pleasure as well as for information. Pupils' comprehension skills and their ability to carry out independent research are good. They have a good understanding of library classification. The highest attaining pupils in both key stages demonstrate a high degree of fluency and expression when reading. All pupils keep a record of books they have read and write down what they have enjoyed about the books. The older pupils review books critically. The good range of quality fiction and non-fiction books provided make a positive contribution to nurturing the growing number of independent readers in the school. The school has good procedures for identifying and assessing pupils with reading difficulties and provides support to enable them to achieve their targets.

5. Attainment in writing is in line with national averages at both key stages. The standard of handwriting is good at both key stages. In analysing the National Curriculum tests the school has recognised the need to develop writing for information and has made this a specific target for improvement. At Key Stage 1 pupils independently write their own journals and books using a legible and joined script. They make good attempts with unknown spellings. This work is developed at Key Stage 2 where the majority of pupils are able to plan written work including stories, poetry and letters. Pupils at the beginning of Key Stage 2 benefit from a thorough grounding in grammar and in the skills of planning and writing stories. A range of styles is used in writing and pupils have an appropriate understanding of writing conventions. Attention is paid to punctuation, spelling and the presentation of their work. However, a limited ability in writing for information restricts their achievements in subjects such as science. Pupils make effective use of word books and dictionaries.
6. Pupils' progress throughout the school in English is consistently good. By the end of Key Stage 1 pupils make good progress in speaking and listening, in reading and in writing. This good level of progress continues through Key Stage 2 with pupils showing a high level of maturity when speaking in class discussions and to visitors. They increase their reading skills and make good progress in their ability to understand what they are reading and in their use of reference and non-fiction books. Pupils progress in writing increases as more writing opportunities are provided. They refine their own writing, not only to improve spelling, handwriting and presentation, but also to improve the content and development of ideas.
7. The pupils' attitude towards learning in English is positive and good overall. It varies from good to very good. Pupils work hard and concentrate well. They work well together and support one another with their work. Their behaviour in lessons is good and they listen attentively to adults and to each other. They are interested in their work, enjoy it, respond well to the tasks set and persevere to finish in the time allocated. Pupils with special educational needs respond well to the teaching they receive and produce work of appropriate quality and amount.
8. The overall quality of teaching is good. At both key stages the standard of teaching is consistently good with some very good teaching at Key Stage 2. Throughout the school, in the best lessons, teachers use effective questioning techniques to encourage pupils to take an

active part in well-paced, skilful discussions. Pupils are made aware of what the teachers expect from them and they are given adequate time in lessons to evaluate and improve their work. The teachers have a good understanding of how to teach basic skills, have high expectations of work and behaviour and learning objectives are made clear to pupils. Assessment of pupils' previous work is used consistently to inform teaching.

9. The co-ordination of English is efficient, with a detailed policy outlining a broad curriculum and very good assessment procedures. Assessment is used consistently throughout the school to inform teaching and to ensure work is well matched to pupils' needs. This begins with the under-five provision for assessing pupils' progress. Results of tests are analysed and used as pointers for improvements. The detailed scheme of work ensures that pupils' experiences are broad, balanced and appropriate to their needs. The curriculum planning and teaching enables pupils to develop their skills in spoken and written English. The arrangements for monitoring and evaluating the teaching of English throughout the school and teachers' evaluations and assessments of individual pupils are used effectively to inform curriculum planning. Reports to parents show the level of attainment reached by pupils, the level of effort put into their work, the progress they have made and the areas of work they have covered during the year. Pupils are invited to set targets for improvement.
10. The curriculum meets the National Curriculum requirements for English. There is equality of access and opportunity for all pupils including those with special educational needs. Resources are of a good quality, sufficient in range and number to meet the needs of all pupils in the school and good use is made of them by pupils and teachers. The accommodation is suitable, particularly the facility provided by the well stocked library and the provision of books to encourage reluctant readers. Staff use the accommodation well to maximise learning opportunities.

Mathematics

1. At the end of Key Stage 1 in the 1997 statutory tests, all pupils achieved the national standards expected of seven year olds. The number of pupils who achieved higher standards was well above the national average. Pupils show good mental recall of addition and subtraction facts to twenty. They have a secure understanding of place value to one hundred and recognise odd and even numbers. They develop a secure mathematical vocabulary and can describe the properties of mathematical shapes. Most pupils recognise number patterns and can count in two's and five's. They use their mathematical knowledge when working in their farm shop.
1. In the National Curriculum standard assessment tests in mathematics in 1997, standards at the end of Key Stage 2 were similar to national averages at level 4, the level expected of pupils of eleven years of age, and also at level 5. At the end of Key Stage 2, pupils are likely to achieve results which are in line with the national average. They present their information and results in a clear and organised way and show logical reasoning when solving problems. They develop a good knowledge of multiplication tables and use the four operations of number to two decimal places. They recognise approximate proportion of a whole and use simple fractions to describe these. Good cross curricular links are established and work on the design of Tudor gardens reflect an understanding of rotational symmetry. Computers are used effectively to establish a data base and compare the lifestyle of Victorian's to

present day village life. Pupils confidently present information in graphical form.

2. Pupils make satisfactory progress through Key Stage 1. They develop a secure mathematical vocabulary in relation to number, shape and measurement. They use a number line with confidence to solve simple problems. At Key Stage 2, pupils use and apply their mathematical knowledge in practical tasks. They develop mental methods of computation to solve numerical problems. Good links are made with geography when using co-ordinates to specify location. Pupils access and collect data in relation to their class projects and school events. They use information technology to present their findings in different forms. Pupils with special educational needs are well supported and make good progress.
3. In both key stages, pupils demonstrate a positive attitude towards learning. They listen attentively to teacher explanation, join in discussion and show good application in recording. They enjoy practical activities and work co-operatively particularly when involved in using computers and measuring activities. Behaviour is very good in all lessons and relationships between teachers and pupils are good. In all lessons, pupils show enjoyment in learning.
4. Teaching is good throughout the school. No unsatisfactory teaching was observed during the inspection. Teachers have good management skills and high expectations of their pupils. They ensure a balance of activities to include explanation, discussion and pupil activity. They make effective use of support staff who are well informed. Teachers plan to use mathematics across the curriculum and very good links are established with history, geography and science. All teachers plan their lessons well and ensure work is matched to pupils' prior attainment. Teachers plan daily activities and on three days each week pupils work in ability groups. The involvement of an additional teacher enables pupils to be taught in smaller groups and this has a positive effect on raising standards.
5. The staff have produced a school policy and draft scheme of work which ensures coverage of the National Curriculum. This is central to weekly and termly planning. Assessment is used effectively to inform planning. Teachers know their pupils well and ensure all work is marked.
6. The co-ordinator is giving good guidance and monitors the pupils' work in the school as a whole.
7. Resources are well organised and used effectively.

Science

1. Standards in science in National Curriculum assessment tests taken at the end of Key Stage 2 in 1997 were similar to those achieved nationally at level 4, the level expected of pupils at eleven years of age. No pupil reached level 5. Teachers assessed all pupils to have reached level 2, the level expected of pupils at the end of Key Stage 1, where there are no tests. They did not judge any pupils to have reached level 3. There was no significant difference between boys' and girls' achievements in either key stage.
1. In the work seen during the inspection pupils in the reception and Year 1 class can talk about similarities and differences between sand and clay. Year 2 pupils understand that some

materials show light through and others are opaque; some pupils remember the correct vocabulary. Other pupils in Year 2 are able to construct electrical circuits to light bulbs. Pupils in Year 3 and 4 have an understanding of sound, vibration and how high and low sounds are made. In Year 5 and 6 groups of pupils use investigation to find out about the insulating qualities of different materials with a good understanding of how to follow through an investigative process and record their findings.

2. Pupils make satisfactory progress in Key Stage 1 in adding to their knowledge of the properties of materials, physical processes such as electricity and life processes and living things. They continue to make satisfactory progress in Key Stage 2 and good progress in working together systematically and following through the processes of investigation. By the end of Key Stage 2 they know about fair tests and controls. Progress is limited at the higher level of attainment because pupils do not have sufficiently demanding tasks to plan for themselves and to record using a variety of diagrams, graphs and charts. Pupils with special educational needs in both key stages were well supported and able to make appropriate progress.
3. Almost all pupils are involved and interested in science lessons and listen carefully to instructions. They are keen to answer questions and to start on tasks, particularly when asked to investigate or experiment. They are co-operative and ready to share ideas and information with each other. In the work seen on electricity the younger pupils enjoyed the challenge of games made for them by older pupils in the school. The written work produced is done with care and well-presented.
4. Teaching is satisfactory in all lessons and good in two out of five lessons. The teaching in all lessons is marked by clear instructions about the task and its purpose, well-prepared resources, so that no time is wasted in getting to work and the balance between listening, writing and practical activities maintains interest. Where teaching is most effective, pupils are given opportunities to experiment and find out for themselves. The main feature of the good lessons is the challenge for some pupils with high attainment in science through some of the tasks and in the questioning which draws on previous knowledge and reasoned opinion. In all lessons relationships are good with adults and between pupils.
5. The school has prepared a scheme of work for science and this provides a clear, detailed guide to National Curriculum requirements. Pupils in the early years are introduced to activities which raise their awareness and understanding of the world around them. A two year programme of work ensures that there is progression and continuity across the school. Assessment of pupils' attainment and progress is recorded regularly and accurately and strengths and weaknesses noted and planned for.
6. The co-ordinator has a view of the work done in each key stage from observation and from the careful planning the staff undertake. There has been a focus on using investigation as a basis for pupils' learning and this is an area that can be developed further in order to raise standards above the satisfactory levels now being achieved. Resources of good quality are held centrally, managed efficiently and are matched appropriately to the needs of the curriculum.

Other subjects or courses

Art

1. Pupils achieve standards at the end of both key stages which are expected of seven and eleven year olds.
1. At the end of Key Stage 1, pupils are familiar with a variety of materials, tools and techniques. They are able to draw and paint with appropriate accuracy. This is reflected in their work relating to their Canal project. They recognise different methods and approaches, developing a knowledge of artists and their styles. At the end of Key Stage 2, pupils record their observations with attention to detail. They show skills in recording from direct observation and imagination. They reflect on their work and suggest ways they could improve. Tudor portraits show that pupils are skilful in colour mixing and using brushes of different sizes to show detail of features.
2. Pupils make satisfactory progress through both key stages. In Key Stage 1, pupils mix colours, experiment with tools and techniques for drawing, painting, printing and collage. They show good control in printing with a variety of objects and using collage materials to create surrealist pictures. In Key Stage 2, pupils show confidence in using pencil and pen to illustrate detail in observing historical artefacts. Printing skills are well developed and pupils recognise the work of William Morris. All pupils have equal opportunities. Pupils with special educational needs make progress in line with their peers.
3. In all lessons pupils have a positive attitude towards learning. They listen attentively to explanation of technique. They enjoy their activities and take pride in their work. They use sketchbooks effectively to practise techniques and this is reflected in the quality of work they produce. Behaviour in all lessons is good and pupils relate well to each other and their teachers.
4. Teaching is good in both key stages. Lessons are well planned with clear learning targets for pupils. Time and resources are used effectively to allow pupils opportunity to practise and apply different skills. Teachers have high expectations of their pupils and celebrate achievement by well presented displays. Good cross curricular links are established with work directly related to class projects. Younger pupils develop a knowledge of colour by relating them to story, songs and poems. Older pupils are encouraged to look at paintings by a variety of artists and discuss style and detail.
5. The school policy is followed but the lack of a whole school scheme of work hampers the development of skills within the strands of the National Curriculum.
6. Resources are adequate and well organised.

Design and technology

1. Only one lesson was observed during inspection. No judgement can be made on the quality of teaching or pupils' response. Judgement on pupils' achievement and progress is made on scrutiny of previous work, displays, photographic evidence, teachers' planning and discussion with pupils.
1. Pupils achieve standards at the end of both key stages which are in line with the national

expectation of seven and eleven year olds.

2. At the end of Key Stage 1, pupils can use models and pictures to develop and communicate their design. They select from a range of materials and use tools safely. They use papier mâché to make a model of a hot air balloon, decorate their model and construct the basket. In food technology they design and make sandwiches linked to the class story of 'The Lighthouse Keeper's Lunch'.
3. At the end of Key Stage 2, pupils produce step-by-step plans that identify the main stages in making. They measure, mark out and cut simple forms from a variety of materials and join them using a range of techniques. They show attention to detail and quality of finish. This was evident in the design and making of electrical circuit games for younger pupils.
4. Pupils make satisfactory progress through both key stages. In Key Stage 1, pupils use a range of construction kits and are encouraged to make their own decisions. They use these kits to make models with moving parts using cogs and wheels. They learn how to make a three dimensional model from card slotted together and realise it can be taken apart and reshaped. In Key Stage 2, pupils use pictures from books and video materials to design a Viking boat. They work in small groups to make a model. They confidently follow instructions, measuring, marking, cutting, joining and combining materials. They can identify the strengths and weaknesses of their final product. When studying the Victorians, they design and make samplers using a variety of embroidery stitches. Pupils with special educational needs make progress in line with their peers.
5. Teachers plan coverage of the National Curriculum linked directly to the school draft policy. The absence of a whole school scheme of work hampers continuity and progression.
6. Resources are adequate. They are well organised and accessible.

Geography

1. By the end of both key stages pupils attain standards in geography in line with the national average. At the end of Key Stage 1 pupils use an appropriate geographical vocabulary when giving directions. They make accurate diagrams of how to get from school to their homes and make recordings of the weather using charts and diagrams. Pupils have grasped the basic principles of mapping, recording and interpretation of geographical evidence through their practical experiences. At the end of Key Stage 2 pupils carry out research on a variety of countries, for example India, comparing the physical aspects of the country with its economic development. By age nine pupils make accurate maps of a neighbouring village and relate its position on a map to Barrington. They identify pollutants, the causes of pollution and demonstrate a mature level of thought when explaining the effects of, and reasons for, pollution.
1. Progress in lessons is good at both key stages. Pupils show an increasing level of maturity in their discussions about the work they have done, and in their ability to carry out pieces of independent research. They build on their knowledge as they move through the school and develop their ability to apply and use practical experiences.

2. Pupils' response in geography is good. They enjoy talking about their work, respond confidently to questions and co-operate well together when talking in small groups about their work.
3. No direct teaching of geography was seen during the week of the inspection. Planning documentation provides clear expectations of achievement and progress.
4. The school's policy provides a clear framework for the teaching of geography. It has appropriate guidelines for teachers to plan for the programmes of study at each key stage and ensures that the requirements of the National Curriculum are met. Planning forecasts are monitored, photographic evidence of work in geography is kept and provision is made for weekly release time. Resources are sufficient in number and quantity, carefully stored and easily accessible for use. Effective use is made of external resources, such as the local area, and residential field trips to enhance the curriculum.

History

1. Pupils' attainment in history at the end of Key Stage 1 and Key Stage 2 is above the national average for this age group. The older infant pupils understand that time never stops and sequence events correctly on a time line. Pupils understand how life was different, compare past events with those in their own lives, for example the journey and conditions of life on board the Mayflower, and are able to distinguish fact from fiction. They join in discussions with confidence, suggest reasons for the actions of people in the past and raise and answer questions about the past. By the end of Key Stage 2 the majority of pupils relate to life in other times, for example in their study of the Tudors and of life in Victorian times. They describe and suggest reasons for change using a mature level of logical reasoning when presenting their points of view. Pupils have a good knowledge and understanding of life in Tudor and Victorian times. They understand and identify the cause and effect of historical events and the effect of power on people and events.
1. Pupils at both key stages make good progress in developing an awareness of time and place and of their relationship to past and current events in history. They show an increasing ability to use their powers of reasoning in whole class and small group discussions. Pupils with special educational needs make good progress throughout the school.
2. Pupils are confident in sharing ideas. They show respect and value for the ideas and opinions of others. Behaviour is good and pupils listen attentively with good levels of concentration. Relationships are good and pupils respond well to a variety of activities. They show a good level of enthusiasm, a willingness to learn and clearly enjoy their history lessons.
3. The quality of teaching is good at both key stages with some very good teaching at Key Stage 2. The very good teaching uses carefully selected resources to stimulate and engage pupils' interest and questions are skilfully used to move learning forward. All teachers plan their lessons appropriately and have a good knowledge and understanding of the subject. Lessons follow the school's well constructed scheme of work, are planned to the National Curriculum programmes of study and meet legal requirements.

4. Resources are of a good quality and are sufficient in number and quantity for the needs of the pupils. They are well organised, stored and labelled clearly, easily accessible for use and are well used by staff and pupils to enhance learning. Effective use is made of a variety of external resources which include Wimpole Hall and the local area.

Information technology

1. At the end of both key stages, pupils achieve standards which match national expectation and are above those seen in most schools.
1. At Key Stage 1, pupils use a variety of equipment and software to carry out a range of activities. They use computers with confidence, showing good mouse control and knowledge of the keyboard when writing labels for their news. At Key Stage 2, pupils use computers for a broad range of purposes. Much work is directly related to class topics. Pupils are confident in adding, amending and interrogating information that has been stored. They know how to access the CD ROM and the Internet for research. They give clear explanation on how to store their work, open a file, change font size, colour and print a final copy. Good examples of these skills being evident in reports, poems and stories. Most pupils can use a computer to design a mathematical pattern by giving a series of instructions. They know how to save to a named directory.
2. Pupils make satisfactory progress through Key Stage 1. They learn how to communicate their ideas in different forms, using text, tables and pictures. They recognise that control is integral to many everyday devices. They show confidence in using word processing programs. Pupils make good progress through Key Stage 2. The school has planned additional teacher input into Year 3/4 to ensure pupils' skills are developed. Pupils show competence in accessing stored information. A data base has been established on present day families. Pupils store this information and compare lifestyles, occupations and families of Victorian times to their own. They present their findings in text and diagrammatic form. They understand the need for being precise in forming questions when collecting, accessing and interrogating information. Pupils with special educational needs are well supported by staff and make good progress in line with their peers.
3. Pupils show a very positive attitude towards learning. Younger pupils give clear explanation of how they use computers and cassette recorders. Older pupils show enjoyment in learning. They work co-operatively and relate well to their teacher and support staff.
4. No direct teaching was observed in Key Stage 1 to enable a judgement to be made on the quality of teaching. In Key Stage 2, specific teaching is planned in Year 3/4. This is structured to ensure pupils are taught how to use the hardware and a variety of programs. Group sessions are very well planned. Time and resources are used effectively. Planning is directly related to class projects and ensure coverage of the National Curriculum.
5. The school policy and scheme of work is central to teachers' planning.
6. Resource provision is good and used effectively to enhance learning across the curriculum.

Music

1. Music is taught by a specialist music teacher who spends half a day in the school and takes a half hour lesson with each class. In addition there are instrumental music lessons for individual pupils and small recorder groups. Recorder groups play regularly during assembly.
1. Attainment in music is of a satisfactory standard overall in both key stages. Pupils in the Year 1/2 class can clap and play a percussion instrument and keep in time with taped music. In Key Stage 2 pupils can sing two part songs and maintain their part. They are able to use percussion instruments to accompany words. They can identify and hold a beat and recognise a change in pitch. They know some musical vocabulary and are beginning to understand notation. Progress in listening and appraising, composing and performing is good.
2. Pupils have good attitudes to music and are ready to listen and eager to answer questions. They follow instructions and quickly become involved in making music. They enjoy the challenge of playing as a group and listen well. They are ready to put forward ideas and to try them out, willing to lead or to follow. They are aware of the convention set for stopping playing and respond readily. They join in singing with enthusiasm and are fully involved.
3. Teaching is very good. The teacher's good subject knowledge is the key to the quality of the work. In addition there are good resources which are well-used to involve pupils in practical music-making. Lessons are planned to provide a variety of activities. Some, such as the music from the Caribbean contributes to the pupils' awareness of other cultures and Tudor music is linked with a class topic. Pupils are expected to listen and respond to questions which are well chosen to increase pupils' awareness and knowledge. The class teachers support the specialist teacher and contribute to the good progress pupils' make. Lessons are fun and encourage an interest in music.
4. The work is planned to a programme of work which covers the required elements of the National Curriculum. Pupils' work and progress is assessed at the end of the key stages. Recorder playing, a valuable addition to the music curriculum, is made available to the pupils at lunchtime by one of the school's general assistants and by the specialist music teacher.

Physical education

1. Observation during the inspection included three activities, games, dance and gymnastics. Judgements about standards are made on a small number of lessons and therefore on a limited range of activities and themes.
1. Attainment in physical education is satisfactory overall in both key stages. Pupils in Key Stage 1 have a good understanding of high, medium and low levels in gymnastics. They know how to balance and can show a variety of balanced shapes with good tension and control. They use the limited space carefully and sensibly. There was little evidence from the work seen to make judgements about the skills of jumping and landing, rolling and taking the weight from feet to hands. Attainment by older pupils in Key Stage 2 is good in

dance. Pupils can change speed, levels and direction to reflect the accompanying music. They combine well with a partner or in a group to perform the dance they have created. Attainment in games at Key Stage 2 is satisfactory in the small-sided games played but the level of skill is below expectations.

2. In dance and gymnastics the work seen showed that pupils in both key stages have made good progress in learning about the different ways of moving and they do so with control and with an increasing variety of ideas. Progress is limited, however, because of the limited space available, in developing skills and increasing ideas through the use of apparatus.
3. Pupils' attitudes are good. They work hard and are quick to respond to questions and to understand instructions. They work well with a partner and are sensible when sharing apparatus. They are competitive without being aggressive and play according to the rules of the game.
4. Teaching is satisfactory in both key stages. Lessons are well prepared with sufficient resources. There is a good variety of activities which maintain interest and build on the aspects being learned. However there are too few opportunities in games for the development of throwing and catching skills and using them within appropriate games. In dance, the creative aspects and potential of group work are well developed. In gymnastics skills are not practised sufficiently to increase the pupils' options in putting together patterns of movement. In the best lessons observation and evaluation by the pupils help them to analyse their own performances.
5. There is good guidance for teachers on what to teach in physical education. The summer programme includes residential outdoor education and swimming. There are regular netball and football practices after school and occasional matches against other schools. Reports show that teachers have sufficient information to describe the pupils' attainment at the end of the key stage.
6. Resources are good for games and there is a playing field and playground. The small swimming pool on site is suitable for use during the summer. Teachers manage gymnastic and dance lessons well but the hall is inadequate for the development of the wide range of skills expected in the National Curriculum.

Religious education

1. Attainment in religious education at the end of both key stages is above the levels expected in the Agreed Syllabus at ages seven and eleven. At the end of Key Stage 1 pupils recognise distinctive features of Christian and Jewish religious traditions, and can relate religious stories to everyday life. Pupils give considered thought to the rights and wrongs of situations and reason out ideas and feelings through discussion. They show a maturity of thought above the level expected for their age, for example when discussing how they feel when they lose something precious. Their ability to reflect on other people's feelings, suggest how events might affect them and express their own emotions and feelings responsibly is good. At the end of Key Stage 2 pupils have a good understanding of the difference between right and wrong. They identify and explain moral issues in the story of

Ahab and Naboth and show a good understanding of the complex situation of Jezebel organising a murder to please her husband. A high level of maturity in thought and reasoning is shown during a discussion about the taking of responsibility for the effect of actions. Younger pupils at Key Stage 2 have a clear understanding of the meaning of Lent and the temptations experienced by Jesus during His time in the wilderness.

1. Pupils at both key stages make good progress in developing an awareness of others and in deepening their knowledge and understanding of the problems and emotions of others. They make significant gains in their ability to discuss and reason logically and in the mature development of their thoughts.
2. Pupils are confident in sharing ideas. They show respect and value for the ideas and opinions of others. Behaviour is good and pupils listen attentively with good levels of concentration. They are able to reflect on feelings, right and wrong, and work well together.
3. The overall quality of teaching is good with some very good teaching. When teaching is very good clear explanations are given to pupils and a high level of mature thought and reasoning is promoted. Lessons are well organised and carefully prepared with consideration being given to providing a suitably reflective atmosphere in the classroom. Teachers have a good level of subject knowledge and understanding and are confident in the teaching of religious education. The lesson planning follows the school's scheme of work and is in line with the Local Education Authority's agreed syllabus for religious education.
4. The school's scheme for religious education is comprehensive and clear. It provides a good range of experiences which enable pupils to develop a sense of the religious element in life. All pupils, including those with special educational needs, have equal access to the religious education curriculum. Clear guidance is provided for teachers to assist them in delivering the programme of religious education. Work in religious education is monitored to ensure that appropriate progress is made throughout the school. Assessment is based on factual knowledge and is used to inform planning and teaching. The subject is well resourced with appropriate and good quality books and artefacts. Religious education makes a very positive contribution to the spiritual, moral, social and cultural development of the pupils.

PART C: INSPECTION DATA

Summary of inspection evidence

1. The inspection was carried out by a team of four inspectors over a period of four days, a total of eleven inspector days. Fifty one lessons or part lessons were observed. The school provided the work of three pupils of different attainment, from each of the year groups and the inspectors gave close attention to this work, making judgements about the standards of work and curriculum covered in National Curriculum subjects and religious education. Three pupils from each year group were heard reading. Inspectors met groups of pupils from all age groups to talk about their work and the school.
1. Discussions were held with all members of the teaching staff about their subject leadership and oversight, with the special educational needs' co-ordinator, the deputy headteacher and with the headteacher about leadership and management. Administrative and support staff were asked about their roles in the school. The chair of governors and chairs of governor committees talked to inspectors about their contribution to the school's work.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	123	1	26	10

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	4.9
Number of pupils per qualified teacher	25

Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	47

Average class size:	30.5
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FINANCIAL DATA

Financial year:	1996/97
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	£
Total income	190162.00
Total expenditure	193604.00
Expenditure per pupils	1728.61
Balance brought forward from previous year	20768.00
Balance carried forward to next year	17326.00

PARENTAL SURVEY

Number of questionnaires sent out:

123

Number of questionnaires returned:

45

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	59	32	4.5	4.5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	27	0	9	0
The school handles complaints from parents well	34	44	12	10	0
The school gives me a clear understanding of what is taught	47	44	2	7	0
The school keeps me well informed about my child(ren)'s progress	49	38	7	4	2
The school enables my child(ren) to achieve a good standard of work	49	36	13	2	0
The school encourages children to get involved in more than just their daily lessons	41	41	7	11	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	40	2	16	2
The school's values and attitudes have a positive effect on my child(ren)	47	38	9	4	2
The school achieves high standards of good behaviour	56	33	4	7	0
My child(ren) like(s) school	58	33	4.5	4.5	0