

INSPECTION REPORT

WRENINGHAM CE VC PRIMARY SCHOOL

Wreningham, Norwich

LEA area: Norfolk

Unique reference number: 121095

Headteacher: Mrs M. L. Wright

Reporting inspector: Mr G. D. Timms
21038

Dates of inspection: 16 – 17 September 2002

Inspection number: 248224

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ashwellthorpe Road Wreningham Norwich Norfolk
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M. Fairman
Date of previous inspection:	11 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wreningham CE Primary School is a small rural school for four- to eleven-year-olds. The school has been through some important recent changes to its status. In 1999 it changed from being a first school into a primary school and this is its first year with a full Year 6. The school now has 89 pupils on roll; 11 children are in the reception year, 7 of them attending on a part time basis. Very few of the pupils come from minority ethnic groups and none have English as an additional language. Attainment on entry is above average although there is a wide range of ability and children have differing pre-school experiences, such as playgroups or private nursery schools. Nine per cent of the pupils are on the special educational needs register and this is well below the national average; two pupils have statements of special educational need and this is below average. The special educational needs including hearing impairment, learning difficulties and behavioural difficulties. The pupils come from a range of social backgrounds and largely from very supportive homes. Very few of the pupils are eligible for a free school meal.

HOW GOOD THE SCHOOL IS

This is a very good school that provides a very effective education for its pupils. The headteacher and governors have established a supportive but challenging ethos that results in high standards and excellent relationships. There is very good teaching throughout the school and this has a positive impact on the pupils' learning, attitudes and behaviour. Overall, the school provides good value for money.

What the school does well

- Pupils are achieving high standards especially in literacy and numeracy. There is a substantial amount of very imaginative and creative written work. Standards in art and design are high.
- The teaching is very good in the Foundation Stage and in Years 1 and 2, and good in Years 3 to 6. The teachers form a consistently effective team and work very well together and with the support staff.
- Pupils' attitudes, behaviour and personal development are very good and relationships between them, and between children and adults, are excellent. Pupils' attendance is excellent.
- The leadership provided by the headteacher and governors is very good and there is a clear commitment to monitoring, evaluating and maintaining high standards.
- A very positive and supportive ethos has been successfully maintained despite the expansion from a first to a primary school.

What could be improved

- Computers are not used enough in literacy and numeracy lessons and more appropriate software needs to be provided.
- The school should do more to prepare pupils for life in our multicultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in February 1997 there has been very good improvement. The staff have worked hard to devise and adapt a range of schemes of work and medium term planning. They have successfully introduced the National Literacy and Numeracy Strategies, and the Foundation Stage curriculum for the reception children, and these have had a positive impact on standards. Planning is effective and based on sound assessment information gained from the analysis of test results and the regular marking and assessment of pupils' work. Recording systems have improved and the reporting to parents is good. The accommodation has been greatly improved through temporary classrooms, better hard play areas, adventure play areas and a path to the village hall car park. However, the school still suffers from a lack of storage space, sufficient indoor toilets and separate office and staff accommodation for the headteacher, secretary and staff. The evidence of the inspection is that the school has a very good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	C	A	B
Writing	A	C	A	A
mathematics	B	C	A	B

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

Overall, children make very good progress in the Foundation Stage. When they begin Year 1, nearly all of the pupils have achieved the appropriate levels expected in all areas of learning, and a significant number exceed the expected level. The national tests at the end of Year 2 in 2001 showed that in reading, writing and mathematics, standards were well above those found nationally. This indicates that the pupils make good progress and build on their above average attainment on entry to the school. When the results are compared with those of schools with pupils from similar backgrounds, standards were above average in reading and mathematics and well above average in writing. The results vary from year to year due to the small size of each cohort of pupils. The early indications from the 2002 tests are that this level of attainment has been maintained. There are no Key Stage 2 test results as this is the first full primary year.

The evidence of the inspection is that standards in Years 1 and 2 are higher than those expected. Standards in Years 3 to 6 are also above those expected and the expansion of the school to a primary has been made without any fall in standards or lowering of expectations. The present Year 6 pupils are on line to attain very good results in the tests next year. Where the school has recognised a weaker aspect of its work, such as spelling or aspects of science, very good steps have been taken to raise standards further. The tracking of pupils' test results in the junior years enables staff to find and work on identified weaknesses on an individual or group basis, and this has enabled the setting of appropriate and sufficiently challenging targets for the Year 6 tests next year. Over time, standards in reading and mathematics at the end of Year 2 have been maintained at a high level, while the standards in writing have improved at a rate faster than that found nationally.

Standards in art and design are very high. Pupils throughout the school have a good knowledge and understanding of the work of a range of well-known artists, although they are less secure with art from other cultures than their own. In information and communication technology (ICT), standards have improved although not enough use is made of computers in literacy and numeracy lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in their work and try hard to achieve the best they can.
Behaviour, in and out of classrooms	Very good. The behaviour demonstrated in lessons has a very positive impact on learning.
Personal development and relationships	Very good, overall. Relationships throughout the school, between pupils and between adults, are excellent and have a very positive impact on the standards achieved.
Attendance	Excellent. Pupils' attendance is very high compared to that found nationally and there are few unauthorised absences.

The pupils listen carefully to their teachers and to each other. They take a full part in lessons and contribute willingly to class discussions. Older pupils play with and help younger ones. Behaviour on the playground is very good and has been helped by the improvements to the outdoor accommodation.

TEACHING AND LEARNING

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

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

The teaching is very good overall. In a few lessons in the junior classes there is insufficient challenge for all pupils, but this is being addressed through training and the appointment of staff with adequate experience of older primary pupils and of subjects such as science and physical education. However, in most lessons the planning provides for more able pupils to have opportunities to extend and broaden their learning. The teaching of English and mathematics is very good and teachers are using the National Literacy and Numeracy Strategies very effectively to raise standards. They have planned a new curriculum each year to cope with the expanding junior provision. Teachers do not plan sufficiently for the use of computers in literacy and numeracy lessons. More needs to be done to assist pupils' learning about the cultures that make up modern society. The teachers work together well and, together with the teaching assistants and other support staff, make a very effective team. They have worked hard to enable the expansion of the school to be successfully carried out. The teaching of pupils with special educational needs is very good and enables those pupils to take a full part in daily life of the school and to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has devised an appropriately broad and balanced curriculum for the age range now taught.
Provision for pupils with special educational needs	The provision for pupils, including those with statements of special need, is very good. All pupils are well supported enabling them to take a full part in the lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and cultural development is very good. More needs to be done to address weaknesses in their knowledge and understanding of other cultures. Their moral and social development is very good.
How well the school cares for its pupils	Good. The school uses an effective system for tracking pupils' progress and this enables teachers to plan appropriate work to enable all to make good progress.

The school provides a good selection of extra-curricular activities, trips and visits that enrich the curriculum and enhance the pupils' learning. The curriculum meets all statutory requirements. Procedures for child protection and for dealing with pupils' welfare are good. The Friends' Association is strong and provides the school with very good extra resources.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has successfully led the school through its expansion to a primary school and provides challenging and thoughtful leadership.
How well the governors fulfil their responsibilities	Very good. The work of the governing body is carried out in an appropriate and systematic way and governors are aware of the school's strengths and weaknesses.
The school's evaluation of its performance	Very good. The monitoring and evaluation of teaching and learning has a high priority and analysis of weaknesses provides a clear focus for further improvement.
The strategic use of resources	Good. The school has worked hard as it has expanded to finance a new classroom and to improve the resources and staffing for the older pupils.

The school's improvement planning and self review systems are very strong and provide the governors, headteacher and staff with a clear view of priorities for further improvement. The school works hard to provide best value in all aspects of its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Their children like school. • They feel comfortable about approaching the school with questions or concerns. • The school is well led and managed. 	<ul style="list-style-type: none"> • A significant number of parents do not think their children get the right amount of homework.

The inspection team agrees with the many positive comments made by parents. The teaching is of consistently very good quality and this has a positive impact on the pupils' learning. The children clearly like coming to school and this is evident in their very good attitudes to work. The school is very effectively led and managed by the headteacher and governing body, and all teachers have a positive impact on the management of their classes and the core subjects. The management of the foundation subjects is part of the school's management plan for further development in the near future. Parents are able to meet with teachers and other staff on an informal basis daily and the good relationships between home and school mean that parents feel comfortable about raising any issues they are concerned about.

A significant minority of parents expressed concern about the amount of homework pupils' receive. Some parents at the meeting with the inspectors said that they were often unsure about how much homework their children should receive and when it should be done. The projected arrangements for the provision of homework this year are appropriate for each year group, with a suitable mixture of literacy and numeracy work with occasional topic research or science. However, the school should ensure that all parents are clearly aware of what is expected in each year group, what will be provided and when it should be returned for marking.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils are achieving high standards especially in literacy and numeracy. There is a substantial amount of very imaginative and creative written work. Standards in art and design are high.

1. Most children have an above average level of attainment when they start school. During the reception year they make very good progress and virtually all children achieve the expected levels in all areas of learning by the time they start Year 1, with a significant proportion achieving above the expected level. For example, by the end of the reception year most pupils are confidently reading, writing and spelling common three letter words accurately and they have a good knowledge of phonics. In mathematics, they know the names of many two-dimensional shapes and are confident counting and performing simple calculations.
2. Throughout the school, standards in literacy and numeracy are high and have improved since the last inspection. The evidence of lessons shows that standards are above those expected and that the present Year 6 is on line to maintain the recent very good standards. The work in pupils' books confirms the very good levels of attainment found in the national tests, with understandable differences between year groups due to the small size of the cohorts. Standards in spelling are satisfactory but the school has identified slower progress in this area of work and is tackling it through more direct teaching. Pupils' handwriting skills are good due to careful direct teaching. For example in Year 1 and 2 pupils are taught how to sit and hold the pencil correctly. The teacher models letters well and the pupils follow her example and work hard to produce well-formed and neat letters.
3. In Years 3 and 4, pupils study parts of speech in texts. The teacher questions them very well to ensure they have a good level of comprehension and they are able to make good predictions about what might happen next. Pupils are able to use appropriately a range of verbs to make their sentences more interesting. Good extra support is provided for pupils who need a boost through some small group activities with a teaching assistant and this helps raise their standards to a level closer to that expected. In Years 5 and 6, pupils demonstrate a good understanding of events in the life of Oliver Twist and are able to make sensible and accurate predictions about the meaning of some of the Victorian vocabulary in the text. When writing a personal response to the events in the text, the pupils' writing shows a good understanding of the issues raised about the treatment of orphans.
4. A particular strength is the quality of the creative and imaginative writing. Pupils write for a very wide range of purposes. In Year 2, for example, they write poems, invitations, stories, instructions and informal letters. Good writing in a history topic on the local census shows how well pupils are able to compare data from different years. The Year 5 and 6 pupils write a good amount to a given title and their writing demonstrates humour, imaginative use of language, some early use of paragraphing and accurate use of speech marks.
5. In numeracy, standards are above average. Pupils join in mental sessions with enthusiasm and demonstrate good counting skills. Even at this early stage in the term pupils in Year 1 and 2 can count forwards and backwards in 10s confidently. Year 2 pupils can identify number pairs that make 10 and more able pupils are recognising that reversing the sum results in the same answer. The scrutiny of pupils' work from last year shows that by the end of the year, higher attaining pupils can divide numbers up to 12, have a good understanding of reading scales and of reflective symmetry. Year 5 and 6 pupils confidently use doubling and halving to help with multiplication problems. They can find fractions of numbers using fifths and thirds and are able to give directions using a compass and degrees. In some mental work, pupils do not have sufficient opportunities to share their methods of arriving at answers and this slows the reinforcement and consolidation of their learning.
6. The work in art and design is often of high quality and is based on very good medium-term planning created by the subject leader. This focuses on the teaching of specific skills and good knowledge of the work of well-known artists. In Years 1 and 2 pupils are learning about portraits in different styles and from different periods. They are beginning to create some themselves, including using the computer to produce some imaginative faces. They can click and drag shapes, use brush and pen effects and flooding shapes with colours to create patterns in the style of Mondrian. They use clay confidently and imaginatively, as is shown by painted tiles showing a representation of the village church. The work often uses a variety of different skills. For example, depictions of the school buildings developed from drawings to paintings and from crayon sketches to collages using a wide range of materials. In Years 4 and 5, pupils have created very good papier-mâché pots, bowls and jars in the style of the Ancient Greeks. These they finished very effectively by painting and varnishing.

Discussions with older pupils demonstrate a very good understanding of different artists and their work, from impressionists such as Van Gogh, pointillists such as Seurat to modern and pop artists such as Warhol and Lichtenstein. In their work they are able to use the ideas of these artists in imaginative ways. For example, brightly painted comic strip-type pop art inspired some bright patterns representing explosions made from card and paper collages.

The teaching is very good in Foundation Stage and Years 1 and 2, and good in Years 3 to 6. The teachers form a consistently effective team and work very well together and with the support staff.

7. Although the overall picture is of very good teaching in the reception and infant classes, and good teaching in the junior classes, there is very good teaching throughout the school. No teaching observed was unsatisfactory. The teachers make a very effective team and, together with the very able support staff, they help all pupils to make at least good progress and achieve consistently high standards. Communication and liaison between the teachers and the teaching assistants is very good. The support staff are heavily involved in the school and help promote good learning by the pupils they work with. For example, very efficient and effective use is made of one teaching assistant's expertise with computers in the teaching of ICT skills to all year groups.
8. The very good teaching is characterised by excellent relationships with pupils, resulting in classrooms having an effective working atmosphere and pupils who clearly know what is expected of them. The planning is very good and shows how work will be provided for pupils of differing abilities as well as what they will do as a whole class. The marking of pupils' work, especially in English, is very good and often makes clear to them what they have done correctly and what they need to do to improve. In the reception class, very good daily assessment of the children's progress is used effectively to help plan future activities. Throughout the school very good opportunities are created to develop pupils' speaking and listening skills. For example, in the reception class the teacher ensures that all children have opportunities to respond to her questions, while in other classes circle time is used well to give pupils time to talk about matters of interest to them. The pupils then feel able to comment freely on their work as happened in one lesson when a child responded to the story of the three bears by volunteering the opinion that 'It's a comfortable house.' Teachers make good use of time by, for example, reading stories during younger pupils' milk time.
9. The teaching of the older pupils has developed strongly as the school has expanded over the past three years. The skills of teaching older primary children have been strengthened through good appointments of teaching and support staff. The planning is now fully in place for a mixed-age Year 5 and 6 class. New staff have already built up very good relationships with the pupils and the assessment of their prior attainment is allowing lessons to be planned appropriately to match pupils' specific needs. The teaching of pupils with special educational needs is also very effective, particularly for the statemented pupils. The support they receive is very good and is enabling them to make progress in line with the rest of the pupils. They are taught well both within whole class lessons and, when appropriate, also withdrawn for more specific individually targeted work.
10. Where the satisfactory teaching could be improved is through better use of plenary sessions at the end of lessons so that the pupils have a clear idea of what they have learned and what is expected in future lessons. At times there is insufficient challenge for higher attaining pupils. For example, this occurred in a games lesson where all pupils completed the same practices and activities whatever their prior level of skill. In a design and technology lesson, pupils were not reminded sufficiently of the need for accuracy in building in a seam when making a slipper and this resulted in some uneven patterns.
11. The relationships between teachers are very positive and supportive, enabling a good level of subject monitoring to occur in a professional manner. Teachers plan and discuss their work together and they make good use of the long-term and medium-term planning subject leaders have produced. In particular, discussions about individual pupils and assessments made of their progress enable teachers to plan appropriate work that is largely closely matched to the pupils' prior attainment.
12. The school makes very good use of teachers' and teaching assistants' expertise and interest through some specialist teaching opportunities. Each week teachers teach a non-core subject such as physical education or design and technology to all classes in the school. This helps them get to know all pupils and helps in the creation of a family ethos. In addition, it extends the teachers' knowledge and understanding of their subjects as they plan to teach for the full primary age range, not just one or two year groups. The provision of extra-curricular activities is very good and all teachers and many support staff run clubs and take part in trips and visits including giving pupils opportunities to take part in residential and outdoor activity experiences.

Pupils' attitudes, behaviour and personal development are very good and relationships between them, and between children and adults, are excellent. Pupils' attendance is excellent.

13. The school is rightly proud of its family ethos and this is also recognised by parents as a strength. Pupils know they are liked and respected. The relationships between pupils are excellent. Through observations and discussions with children, it is clear that behaviour is very good, both in classrooms and in the playground. In assemblies pupils enter the hall silently and sit quietly and attentively listening to the teacher and joining in appropriately. There is no evidence of bullying or racial harassment in the school. Pupils get on well together and support each other in and out of lessons. The teachers and support staff have excellent relationships with the pupils. There are very few instances of the need for sanctions and pupils who have joined the school with a record of behavioural problems quickly settle and become part of the positive ethos. In lessons, pupils work well together, are attentive and take a full part in question and answer sessions. This results in a positive learning environment where very good progress can be made.
14. Pupils' personal development is very good. Very good opportunities are provided for pupils to take part in trips and residential visits, including meeting pupils from other schools. Older pupils look after and care for younger ones well. The staff plan further developments now that the school has the full primary age range through, for example, more inter-school team sports events.
15. Attendance is excellent. The authorised absences are very low compared to the national average and there are very few unauthorised absences. The parents understand the routines for when their child is ill and the school promotes the importance of attendance for improving pupils' achievement.

The leadership provided by the headteacher and governors is very good and there is a clear commitment to monitoring, evaluating and maintaining high standards.

16. The headteacher provides very effective leadership for the school. She gives very clear educational direction to its work and the school is properly focused on raising levels of attainment for all pupils. The headteacher and governing body have very successfully led the school through its change of status from a first to a primary school. Although the increase in the budget has not always kept pace with the growing numbers, the resources and the accommodation have been improved greatly since the last inspection and the available space is well used. For example, efficient use is made of the hall as a small computer suite. The school is intending to appoint a senior teacher shortly and this will enable the headteacher to delegate some of her responsibilities and build a sound basis for further improvements in the management structure.
17. The school management plan is a practical document with an appropriate focus on the future improvement of the school's work and the raising of standards. For example, one major current focus is to introduce more opportunities to develop pupils' thinking skills with the intention of improving their learning; building on the present circle time provision; and creating a school council. The reasons for this have been thought through appropriately and the success criteria will enable governors to measure how effective this work will be. Teachers with responsibilities for leading subjects carry out their duties well. The school organisation, with specialist teaching arrangements, enables all teachers to have a small amount of time to carry out their administrative duties and to monitor their subjects. Budgets are spent efficiently and they have all had a significant input in extending the planning of their subjects to cater for pupils up to the age of eleven.
18. The governors have an efficient and effective system of governance through working parties and full governing body meetings. This enables them to make full use of their individual expertise and knowledge. Their work is planned and organised appropriately and decision-making is efficient. They are appropriately involved in the school management planning process and ensure that the school provides best value in all aspects of its work.
19. The governors have adapted the local authority's self review process into a system for regular and detailed monitoring and evaluation of the school's work. This is giving them a very good picture of how successful the school is and how well pupils are achieving. The system has helped the governors to become more proactive in assessing the school's work, rather than relying on reports and second hand information. All of the staff are involved through regular meetings with the curriculum working party to report on the subjects for which they are responsible. The majority of the governors are able to spend time in school as part of this fact-finding process and this assists them in holding the school to account effectively. One example of how this work has had an

impact on provision is that, following consultations, a more regular newsletter system for communication with parents was introduced.

20. The school has very good systems for assessing and tracking pupils' progress over time and these have improved since the last inspection. Very good folders of samples of pupils' work in English, mathematics and science are kept as a record of their progress throughout the school. The work is often well annotated, although often not given a National Curriculum level, and added to every term. Test results are analysed by the headteacher and weaker areas are highlighted so that more teaching can be planned. For example, it was noted recently that spelling results had levelled out and the headteacher has made this a priority to ensure that improvement continues. Teachers assess their pupils' progress on a regular basis and this information is also used in planning future work. The school has recently started some setting of individual or group targets in literacy and numeracy but this work is at an early stage of development.

A very positive and supportive ethos has been successfully maintained despite the expansion from a first to a primary school.

21. Since the last inspection the school has changed its status from a first to a primary school, thus taking pupils who used to leave at the age of eight until they are eleven and ready to transfer directly to secondary school. This has required changes to accommodation, resources and staffing as well as developments in the curriculum. These major changes, which have had an effect on all aspects of the school's work, have been carried out very successfully, with no negative impact on standards in the infants and all evidence points to equally good standards being maintained through the junior classes.
22. The headteacher, staff and governors have worked hard and successfully to keep the family ethos praised by the parents. This has been achieved through enabling all teachers to teach all classes and thus get to know all children well; and providing opportunities for older pupils to play with and support younger ones. The school has evaluated areas of weakness resulting from needing to provide for older pupils and careful thought has gone into remedying them. For example, staff have been appointed who have experience of older pupils. A lack of subject expertise in science and physical education has been addressed appropriately.
23. The accommodation has improved through the provision of good-sized temporary classrooms and the school intends to continue planning for a new permanent building. The outside toilets, although intended for older pupils, are unsuitable and provide an unsatisfactory stopgap until new buildings are provided. The hard play areas and adventure play equipment have been improved and the outdoor environment is good, with continued use of the village hall and playing field where necessary. The access to this facility has also been improved to make the journey safer for children walking to the hall or for parents and children at the start and end of the day.

WHAT COULD BE IMPROVED

Computers are not used enough in literacy and numeracy lessons and more appropriate software needs to be provided.

24. The provision of computers and software has improved since the last inspection. The teaching has improved, partly through the use of nationally recommended schemes of work in the planning, and standards have risen. The development of a small suite of computers in the hall has enabled more direct teaching of the basic skills to small groups. This work is enhanced by the very good support of a teaching assistant with computer skills. However, more resources and support are needed in the classrooms to enable pupils to continue practising their skills and to make full use of ICT in other subjects. For example, resources to enable pupils to monitor and control external events, such as measuring temperature or controlling models, need to be improved, especially for the older pupils. Teachers and support staff have had recent training in ICT teaching but this was of only limited benefit to their practice in school.
25. Computers are used in some subjects for research purposes. Junior pupils are learning to write and send e-mails to pupils in another school and the use of the Internet as a resource is growing. However, more needs to be done when teachers are planning their literacy and numeracy lessons to integrate ICT into group activities and to make use of computers to support less able pupils and provide sufficiently challenging work for the higher attainers. The subject coordinator provides very good leadership in the subject and has monitored and evaluated lessons as well as providing a good level of support for the staff.

The school should do more to prepare pupils for life in our multicultural society.

26. The school teaches pupils about world faiths in religious education lessons, based on plans drawn up from the locally agreed syllabus. The school has also made use of occasional opportunities for visiting representatives of different cultures, such as some recent musicians from Africa. However, the level of understanding among pupils is barely satisfactory and now that the school has expanded to a full primary school this work needs to be reviewed. Pupils demonstrate a good level of knowledge and understanding of art and music from their own cultures and backgrounds. However, there are too few opportunities for pupils to learn about some of the customs and practices of the cultures that make up modern day British society.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The governors, headteacher and staff should continue to implement the well-established school management plan. In addition, they should:
- develop the use of computers in literacy and numeracy lessons and increase the range of appropriate hardware and software available;
 - improve the teaching and raise pupils' awareness about different cultures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	6	3	0	0	0
Percentage	0	40	40	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	89
Number of full-time pupils known to be eligible for free school meals	3

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	8

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	2.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	6	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	90 (82)	90 (82)	90 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/a	N/a	N/a
	Girls	N/a	N/a	N/a
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	90 (94)	90 (88)	90 (94)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Due to the small size of the cohort the numbers of boys and girls reaching the expected level are not published to avoid identifying individuals.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	60	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0

Any other ethnic group
No ethnic group recorded

0
0

0	0
0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	19.4
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	127

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	210 808
Total expenditure	207 317
Expenditure per pupil	3 344
Balance brought forward from previous year	10 898
Balance carried forward to next year	14 389

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	52	46	2	0	0
My child gets the right amount of work to do at home.	33	41	13	4	9
The teaching is good.	74	22	2	0	2
I am kept well informed about how my child is getting on.	52	44	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	61	33	6	0	0
The school works closely with parents.	48	46	2	2	2
The school is well led and managed.	68	24	4	2	2
The school is helping my child become mature and responsible.	50	39	7	0	4
The school provides an interesting range of activities outside lessons.	46	48	0	0	6