

INSPECTION REPORT

**NEWTON SOLNEY CHURCH of ENGLAND
VOLUNTARY AIDED
INFANTS SCHOOL**

Newton Solney, Burton-on-Trent

LEA area: Derbyshire

Unique reference number: 112890

Headteacher: Mrs L Latchford

Reporting inspector: Fran Gillam
21498

Dates of inspection: 24th – 25th June 2002

Inspection number: 244579

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infants
School category:	Voluntary Aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Trent Lane Newton Solney Burton-on-Trent Staffordshire
Postcode:	DE15 0SF
Telephone number:	01283 703461
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Thompson
Date of previous inspection:	13 th – 15 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newton Solney Infants School is smaller than most other primary schools. It admits pupils aged from four to seven. It is a Church of England Voluntary Aided school serving the parish of Newton Solney and Bretby. There are 75 pupils on roll of which 44 are boys and 31 are girls. Twenty-six children are in the Foundation Stage¹; they are all taught in the Reception Class. Attainment when children first start school is above that expected for their age. There are three classes, none with mixed age ranges. Almost all pupils are from a white British background. The 2.6 per cent of pupils entitled to free school meals is very low. There is one pupil on the special educational needs register, which is approximately 1.5 per cent of the school population, and well below average. The number of pupils has risen since the time of the last inspection.

HOW GOOD THE SCHOOL IS

Newton Solney Infants is a very effective school. Standards in the present Year 2 are very high in reading and mathematics and well above average in writing. During their time in the school, pupils achieve very well in reading and mathematics and make good progress in writing because the teaching of the basic skills is very good. Pupils enjoy school very much; they behave very well and have a keen interest in their learning. The headteacher is an excellent leader; together with the staff and governors, she manages improvements in the school's work very well. The school gives very good value for money.

What the school does well

- Pupils achieve very well in reading and make good progress in writing because the teaching of the basic skills is very good.
- Standards are high in mathematics and pupils achieve very well.
- Pupils like school very much; they work very hard, behave very well and take a keen interest in their learning.
- The leadership of the headteacher is excellent; the headteacher, governors and staff manage improvements very well.
- Parents are very happy with the work of the school.

What could be improved

- Standards in handwriting.²

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the inspection in October 1997. All the key issues have been dealt with successfully. Standards have risen in line with the national trend and the school has maintained high standards in reading, writing and mathematics over the last four years. Standards in information and communication technology (ICT) are now higher than they were and pupils achieve well. This is because pupils now have greater access to computers, and the subject is taught systematically; training for teachers has been very effective. The school systematically collects and uses the information about how well pupils are doing to guide its planning and to make sure teachers meet the needs of all pupils. Pupils know how well they are doing because teachers mark their work carefully and provide useful information about how they can improve their work further. There are now effective arrangements in place to monitor what is happening in classrooms; this provides a clear focus for staff training and school improvement. As a result, the school's plan for improvement is much better than it was and governors now have a greater role in making decisions.

¹ The stage of learning from the age of three years when children can start in a Nursery to the end of the Reception Year when children are ready to move into Year 1 and start the National Curriculum.

² This has been highlighted as an area for development in the school improvement plan.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	A*	A*	A	A	well above average A above average B average C below average D well below average E
Writing	A*	A*	A	B	
Mathematics	A*	A*	A	A	

Standards in the tests in 2001 were well above average in reading, writing and mathematics. Compared with schools with a similar number of pupils entitled to free school meals, Newton Solney did much better in reading and mathematics and better in writing. Standards in the present Year 2 are very high in reading and mathematics and well above average in writing. The improved standards in reading and mathematics, in comparison with the results in 2001, reflect how the small number of pupils in each year group can influence the standards in the school; more pupils attain the higher levels in reading, writing and mathematics in the present Year 2. This has brought standards in reading and mathematics back to the high levels seen in previous years. During their time in the school, pupils make very good progress in reading and mathematics and good progress in writing. They quickly learn the basic skills in literacy and numeracy and use these effectively by Year 2 to solve mathematical problems, read for information and to write for different reasons. Pupils are prolific readers by Year 2; all pupils have a very good understanding of how to find facts in information books to help them with their learning. Pupils use imaginative words in their writing, know how to punctuate their writing correctly and develop their ideas well. However, the standard of their handwriting could be better. In mathematics, pupils are adept at solving problems and higher attaining pupils are able to explain clearly the methods they use to calculate totals. The school sets targets for what the pupils are expected to achieve in the tests by Year 2; these targets are challenging and realistically based upon the teachers' accurate assessments of how well pupils are doing. From the above average attainment for their age when children start school they make good progress in the early skills of reading, writing and number and almost all children attain the goals set for their age by the end of the Reception Year. As with the other pupils in the school, handwriting could be better because children do not learn well enough how to form their letters correctly. Pupils who need extra help with their work make good progress and those who have individual learning plans work well towards the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils love school; they work hard, concentrate very well and enjoy learning.
Behaviour, in and out of classrooms	Very good – pupils respect the views and feelings of others; they work very well together and play constructively at break times.
Personal development and relationships	Very good – the pupils know how well they are doing and like having challenging work. They get on very well with others.
Attendance	Very good – pupils attend regularly; the attendance rate is well above the national average and rate of unauthorised absence well below.

The pupils' very good behaviour, inquisitiveness in the Reception Year and eagerness to learn in Years 1 and 2 contribute very well towards their learning and the standards the school attains.

TEACHING AND LEARNING

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

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

Teaching is good in the Foundation Stage and very good in Years 1 and 2. The teaching of the basic skills of reading, writing and number are very good because of the effective groundwork the children have in the Reception class. Pupils continue to learn very well in Years 1 and 2 because teaching in literacy and numeracy meets the needs of all the pupils successfully. There is good support where pupils have special educational needs and for those pupils throughout the school who from time to time need extra help with their work. Teaching ensures that pupils have time to practise skills and consolidate knowledge and understanding so that they are well prepared to tackle activities with confidence. Teachers encourage pupils not only to be independent, but also to work together in pairs and in small groups, and so by the time they are in Year 2 they work very well together. Pupils of all abilities are challenged very well and this reflects in the speed of the pupils' learning and the high standards the school attains. Teachers use questioning well to check pupils' understanding and to include them in discussions. Throughout the school, teachers manage pupils very well and this shows in the very good behaviour and positive relationships the pupils develop. Education Care Officers give good help to the lower attaining pupils because teachers provide clear guidance about what they want these pupils to learn. Pupils put a great deal of effort into what they are learning and work at a quick pace because teachers set out clearly what they want them to learn and praise them for their hard work. Teachers explain to pupils how well they are doing and what they need to do next; this inspires pupils. Teachers provide relevant and exciting activities for pupils to practise and develop their literacy and numeracy skills in other subjects, for example, by recording their scientific findings, labelling their diagrams and making graphs to show the frequency of cars parked on the road adjacent to the school. However, the teaching of handwriting is not systematic enough from the time children start school through to when they leave in Year 2. In the Reception Year, more chances could be provided for children to practise their writing in a less formal manner than in literacy sessions. Throughout the school, teachers could do more to identify what precisely it is that pupils find difficulty with when developing their handwriting.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – the activities planned are relevant to the ages and interests of the pupils. The strategies for literacy and numeracy support teaching and learning very well.
Provision for pupils with special educational needs	Good – support for pupils with special educational needs is good and ensures that targets for improvement allow for small steps of success and build pupils' confidence successfully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good – all staff treat pupils fairly and respectfully and this provides a very good model for pupils to copy. The pupils have good chances to reflect upon their actions and those of others and to learn about cultures in the past and those in present times through history, geography, art and music.
How well the school cares for its pupils	Very good – there are very good arrangements for tracking how well pupils are doing. Child protection procedures are fully in place; they are well understood by the staff.

Teachers provide plenty of opportunities for pupils to work with partners and groups. This helps pupils to understand the need to listen to others and to respect their opinions even if they are different to theirs. The provision for pupils' spiritual, moral, social and cultural development reflects the Christian principles the school promotes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good – the headteacher leads the school extremely well, setting high standards and motivating the staff. The staff work hard as a team and they are very effective in managing their responsibilities; there is a shared commitment to achieve.
How well the governors fulfil their responsibilities	Good – the governors are now much more involved in making decisions and checking what is happening in the school. They are supportive and fulfil their responsibilities conscientiously.
The school's evaluation of its performance	Very good – the arrangements for checking what is happening in classrooms and tracking pupils' progress are very effective and the school uses the information very well to steer improvements.
The strategic use of resources	Very good – funding focuses upon priorities identified in the school's plan for improvement that are firmly based upon accurate and reliable information to maintain the high standards the school achieves.

The governors and staff consult parents to seek their views; they compare how well the school is doing with other schools and use this information to ensure the best possible education for the pupils. They ensure that money is used wisely and seek to make savings, such as reducing the water bill by having a more efficient water meter fitted. There is a larger than recommended carry forward in the budget. This money is retained as part of the school's contribution to the proposed expansion programme.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and the school expects their children to work hard and do their best. • Their children make good progress and the school is helping them to become mature and responsible. • The teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of interesting activities outside lessons.

Parents are very happy with the school and the education it provides for their children. The team fully agrees with the positive views of parents. Newton Solney is a small school; it provides a satisfactory range of activities for Year 2 pupils. In addition, pupils have visitors into school and visits out of school to enhance the curriculum further. Plans to start an after-school club in September 2002 are nearly finalised and this additional provision will add to the satisfactory range on offer.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well in reading and make good progress in writing because the teaching of the basic skills is very good.

1. From the time children start in the Reception Year they have an effective grounding in the early skills of reading. Children quickly recognise individual letter sounds and the higher attaining children soon begin to link these sounds together to read unfamiliar words. Children develop a love of books and reading because staff introduce them to traditional stories and rhymes as well as those that are more modern. This develops in children an enjoyment of a wide range of reading material, including poetry, fiction and non-fiction texts.
2. As children move into Year 1, they continue to have a varied diet of books to choose from. They soon become avid readers and learn to read for information as well as for enjoyment. Pupils of all abilities do very well because of the systematic approach to teaching letter sounds, developing strategies to help pupils tackle unfamiliar words and questioning pupils to ensure that they understand what the writer means and the reason why some characters in the story behave as they do.
3. By Year 2, pupils are self-motivated and competent readers. They have a very good understanding of the structure of information books. For example, they know how to use the contents and index to quickly find a particular topic. They recognise the difference between the two reference points. For example, they know the index lists specific items in alphabetical order whilst the content page lists the different themes within the book. In a Year 2 lesson, higher attaining pupils made effective evaluations of the non-fiction books they used. They rated them for how clear the text was, how useful the glossary and headings within the books were for guiding them in finding information and how well the front and back covers gave clues to what the books might contain. Their evaluations were thorough and their reasons for the rating they gave sensible. Pupils of all abilities clearly discuss their preferences and their favourite writers such as Roald Dahl and JK Rowling; they show that they read carefully and with understanding. In reading by Year 2, over half of the pupils are working at a level above that expected for their age and the remaining pupils attain the level expected for seven year olds; standards are high and pupils make very good progress.
4. As with reading, the skills of writing are taught systematically and higher attaining children in the Reception Year soon understand how to use capital letters and full stops correctly. By the end of the year, average attaining children begin to write their own sentences. Children of all abilities are developing a good understanding of how writing conveys meaning and the relevance of letter sounds in helping them to spell simple words.
5. By the time pupils are coming to the end of Year 1 they write stories that have a clear beginning, middle and end. Effective teaching ensures that pupils understand that their recount of events should be in a logical order. For example, in a literacy lesson, well-conceived activities developed pupils' ideas successfully. Pupils worked in pairs to develop an interesting start to their story and came up with story starters such as 'One stormy night...' and 'Long, long ago and far away...' rather than 'Once upon a time...' In addition, imaginative resources such as a story wheel allowed pupils to present their story in a fun way because as the wheel was turned each part of their story appeared. This also strengthened their understanding of sequencing the events in their story. Higher attaining pupils begin to sustain their ideas as their writing unfolds and show understanding of choosing imaginative words to bring interest to their writing. Within their writing they use punctuation correctly and some show they understand the purpose of speech marks. Average attaining and the lower attaining pupils also show a clear understanding of how to structure their writing and all pupils make good progress as they move from short

pieces of work at the beginning of the year to more detailed accounts and stories by the time they are ready to move into Year 2.

6. There is also good progress in writing in Year 2 because by now pupils make good use of punctuation, spell more accurately and structure their writing more effectively. Teachers provide good chances for them to use their writing skills in other subjects. For example, in history they write about the Gunpowder Plot in the style of a newspaper report, choosing words for effect and capturing the excitement of the time. All of the pupils are attaining the level expected for their age and the number doing better than expected reflects the well above average standards the school attains in writing.

Standards are high in mathematics and pupils achieve very well.

7. When children start in the Reception Year their attainment is above that expected for their age. They make a good start to their mathematical development because of the opportunities they have to count, match and learn about numbers. The chances the teacher provides for practice and repetition ensure that the children have a good grounding in the basic skills and this prepares them very well for later learning. During a numeracy session, children's personal development was also promoted well as they worked together to write given numbers between ten and 20. The children waited their turn and listened well to the teacher because they knew what was expected of them. Further work on telling the time helped children to gain a greater understanding of key events during their day and provided a good opportunity for them to develop their skills of talking and listening to others.
8. There is a strong emphasis upon developing pupils' mental skills of addition, subtraction, multiplication and division. In Year 1, the teacher provided an effective way to help pupils halve and double numbers. She encouraged pupils to think about the whiskers on a face; pupils put a number of fingers on one side of their face and the same amount on the other to quickly calculate doubles of numbers between zero and five. This stimulated the pupils' interest and allowed pupils who needed extra help with their work to be fully involved and do well. The demand placed upon other pupils in the class increased as the numbers to be halved and doubled grew larger and their mental skills were tested effectively.
9. By Year 2, the higher attaining pupils are adept at adding and subtracting mentally and explaining their methods. In a well-constructed activity the teacher made very good use of a hundred square to help pupils to quickly add nine and 11 then increased the challenge to add 19 and 21. The higher attaining pupils noticed the pattern and were soon calculating quickly and accurately. The average and lower attaining pupils did well and also picked up the method. The teacher achieved this by giving these pupils the chance to try out the calculations themselves but they also learned through listening to their classmates explain clearly how it could be done. Pupils will stick at a task even when they find it quite challenging and try out different ways to help them solve problems. For example, an average attaining pupil was trying to find half of 18. He used the inverse of halving by doubling numbers he knew easily. He quickly noticed that double ten was too many and double eight too few; he arrived at the correct answer by a method of trial and error. Other pupils independently and sensibly selected resources to help them. The pupils worked well because of the teacher's high expectations that they would do so.
10. Over the course of the year, pupils have a rich and varied mathematical diet. The high level of practical work ensures that pupils develop their skills, knowledge and understanding in meaningful ways. The way teachers challenge pupils to explain the methods they use and work with increasingly larger numbers ensures that their progress is quick. Over half of the pupils in the present Year 2 work above the level expected for their age and the remaining pupils work at the level expected for seven year olds. Standards are high and pupils make very good progress during their time in the school.

Pupils like school very much; they work very hard, behave very well and take a keen interest in their learning.

11. Children in the Reception class and pupils throughout the school say how much they enjoy coming to school. They find the work they are asked to do exciting and this makes them enthusiastic about their learning. They talk animatedly about the things they like to do and how much they enjoy a challenge. For example, boys in Year 2 said how much they liked mathematics because it makes their brains work hard and they love solving problems! In most lessons pupils stick at what they are doing and make every effort to overcome any difficulties.
12. The children in the Reception Year are friendly and eager to chat about what they are doing, and they talk clearly about their work. In lessons, they share equipment, and know when it is important to listen and when they can offer their ideas; they take turns sensibly. Boys and girls happily answer questions and some are becoming skilful at asking questions during whole-class talks and activities. This was particularly evident when the children were talking about what they had been doing over the weekend or about a favourite item they had brought to tell others about. Almost all of the children were able to wait their turn, answer questions with some help or on their own, and pay attention to what others were saying. During these times their behaviour was very good; together with their interest in learning, this is a benefit for teaching because it allows activities to run smoothly and quickens the children's learning.
13. In Years 1 and 2, pupils build effectively upon these positive aspects of behaviour and the enjoyment they have in learning. Pupils listen very well and follow instructions effectively. This helps them to begin activities quickly and tackle their work confidently because they know what they are expected to learn and why. It also reflects the way in which they talk about what they are doing and the way they think carefully about the answers they give. As in the Reception Year, boys and girls offer their ideas willingly. They have very good relationships with adults who work with them because they know their hard work will be valued and their efforts acknowledged. By Year 2, some higher attaining pupils check their work to ensure that they are correct. When working in pairs or groups they co-operate very well. They are respectful of others' views and treat each other fairly; this is because adults set them a very good example to follow. The pupils' level of talk is very good and in a variety of situations such as whole class or small group discussions they confidently talk about what they think and give their reasons clearly. Boys and girls of differing abilities are eager to take part in lessons. For example, when acting out parts of the story of Cinderella, pupils took part enthusiastically and with a high level of fun. The pupils' desire for knowledge and the way they give attention to their lessons make activities run smoothly, help their learning and contribute very well to the high standards they attain.
14. On the playground and around the school the pupils behave very well. Games and play at break times are friendly and fun-filled because of the very good relationships the pupils have with each other. Pupils of all ages play together constructively. Pupils understand how their actions can impact upon others and they are caring and thoughtful. This makes the school a happy and safe place to learn in and reflects the pupils' obvious enjoyment of school.

The leadership of the headteacher is excellent; the headteacher, governors and staff manage improvements very well.

15. The headteacher provides excellent leadership through the example she sets in teaching and the way she co-ordinates school developments. As a result, the staff and governors work as an effective team. The headteacher inspires confidence in the staff by recognising their strengths and supporting them during periods of staff development. She responds to their needs by providing well-focused support for their professional development and training. From this, teachers have developed a greater level of confidence in teaching, for example in ICT, and in developing strategies for monitoring how well pupils are doing to guide planning more effectively and establish a clear overview of the curriculum.

16. The analysis of test results taken by pupils at the end of Year 2 and of the assessments of how well pupils are doing in other year groups is very good. The headteacher makes very effective use of this analysis to identify areas for improvement and to ensure that the staff build upon pupils' successes. The headteacher, senior manager and governors use this information very well to check how well the school compares with all schools and with those of a similar background. This ensures that the school challenges what it is doing to maintain standards and makes improvements where necessary. This has led to the school looking at ways to raise standards in writing, which were weaker in comparison with reading and mathematics. This has included developing chances for pupils to write more lengthy stories and accounts in Years 1 and 2 and providing additional literacy support for pupils in Year 1. The success of this work reflects in the larger number of pupils than in the previous year that attained the higher levels in the writing test, maintaining standards attained in 2001 and ensuring good progress for pupils over time. The headteacher, through informing the governors, ensures that very good use is made of this accurate and careful analysis of test results. From these regular evaluations targets are set for each year group and this ensures joint responsibility for maintaining standards and bringing about improvements. The information provides a good steer for school improvement planning and this ensures that support and resources for pupils who need extra help with their work are directed effectively. The governors also seek best value for the spending decisions they make. Recently, they made considerable savings by monitoring the water consumption of the school and then having a new meter fitted. There is a larger than expected carry forward in the budget because of funds needed for some planned building work. This is to cover the school's contribution towards the proposal for expansion to a primary school, the outcome of which has not yet been decided.
17. The parents rightly have a high level of confidence in the way the school is led and managed. They are consulted upon a range of issues such as the planned expansion to a primary school and are regularly kept up to date with latest developments.

Parents are very happy with the work of the school.

18. Parents are sure that their views are valued and they appreciate the way that the staff listen to them and take note of any concerns they might have. They receive very good information about what is happening in the school and how well their children are getting on. Parents are regularly consulted and their views taken into account. For example, parents were canvassed about an after-school club; the level of demand prompted the school to apply for New Opportunities Funding and their bid was successful. As a result, the after-school club is due to start in September 2002. Parents also show their high level of support for the school by the interest they show in the children's learning and how they help with activities such as reading at home.
19. The very good partnership between the school and parents is firmly based upon the fact that the parents feel that their children will be well cared for and do well during their time at Newton Solney. Parents feel that the school is helping their children to become mature and responsible. Certainly, this reflects in lessons where pupils are expected to work on their own, co-operate with a partner or work as part of a group. All of these help pupils to develop an awareness of others and to learn to take responsibility for their own learning. Parents are rightly very happy with how well their children are doing both academically and personally.
20. Parents are extremely pleased with the way the school is being led and managed and the quality of the teaching their children receive. They realise that the staff want the best for their children and they value the way staff treat their children and encourage them to behave well. The values that parents think are important are supported and fostered through the Christian ethos of the school that encourages pupils to treat others as they would wish to be treated themselves. A good example of which was seen in an assembly when pupils were told about the works of St Francis of Assisi and how he shared all his wealth with those less fortunate than him. Older pupils are encouraged to look after those younger than themselves and this leads to

a high level of harmony in the school and is one of the reasons why parents say their children enjoy school so much.

21. Parents particularly appreciate the chances to come in and see how some subjects are taught. For example, they enjoyed the science day because it helped them to have a greater understanding of what their children were learning and as result they could provide additional support at home. Parents appreciate how important it is for their children to attend school regularly and this is reflected in the high rate of attendance.
22. There is an active and supportive parents' association that raises substantial funds. This is another indication of the high regard the parents have for the school. The parents' efforts are much appreciated. This group not only provides funding for additional resources but also provides a social focus for the parents and the village.

WHAT COULD BE IMPROVED

Standards in handwriting

23. Although the school has a handwriting scheme for guiding teachers it is not used effectively to develop a high enough standard of handwriting. From the time children start school there is not enough systematic teaching of letter formation. In addition, there is not enough emphasis placed upon identifying individual children's difficulties and then setting about remedying them. This leads to some children developing bad writing habits, which later on are more difficult to rectify, and inhibits their ability to join letters correctly. This slows the fluency of their writing and impacts upon the length of writing some older pupils complete. Even when children in the Reception Year trace over adults' writing or copy underneath, errors occur. This is because adults are not always watching how the children are forming their letters. The opportunities for children to write and practise their letters are sometimes limited to lessons and more could be done to generate chances for writing more informally, for example, writing their own recipes in the 'home corner' or making brochures for the 'museum'.
24. Whilst handwriting is taught throughout the school, teachers do not analyse pupils' writing to identify common as well as individual errors to focus activities more closely to pupils' needs. By the time pupils are in Years 1 and 2 too many pupils start letters in the wrong place and this does not aid the joining of one letter to another. This encourages pupils to print, which can be time consuming, leaving less time for pupils to put their thoughts down on paper. Some pupils place capital letters in the middle of words and their writing deteriorates in style and presentation as they write at length and complete their work. By Year 2 most pupils have not developed a neat joined style of handwriting. The school has rightly identified this as an area for development in the school improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. The headteacher, senior manager and governors should:

*Raise standards in handwriting by:

- Ensuring that handwriting is taught systematically from the time children start school.
- Providing more chances for children in the Reception Year to practise their handwriting skills through their own attempts at writing as part of the daily classroom opportunities.
- Ensuring that teachers check pupils' handwriting to identify the errors they make and plan suitable activities to help them overcome their difficulties.

*This has been identified as a priority for development in the school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

7

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

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	5	0	0	0	0
Percentage	0	29	71	0	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 14 percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y2

Number of pupils on the school's roll (FTE for part-time pupils)	75
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

YR– Y2

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	1

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	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	4	15	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	15	15	15
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 [100]	100 [100]	100 [100]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	15	15	15
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 [100]	100 [100]	100 [100]
	National	85 [84]	89 [88]	89 [88]

Percentages in brackets refer to the year before the latest reporting year.

*Because less than ten boys took the tests in 2001, the number attaining level 2 and above is omitted in line with the governing body's reporting to parents.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	50
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Year 2

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	21.4
Average class size	25

Education support staff: YR – Year 2

Total number of education support staff	2
Total aggregate hours worked per week	60

Financial information

Financial year	2001/2002
	£
Total income	188078
Total expenditure	178730
Expenditure per pupil	2482
Balance brought forward from previous year	11151
Balance carried forward to next year	20499

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	84	16	0	0	0
Behaviour in the school is good.	88	12	0	0	0
My child gets the right amount of work to do at home.	63	32	2	0	2
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	51	44	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	16	2	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	56	40	5	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	86	14	0	0	0
The school provides an interesting range of activities outside lessons.	30	40	16	5	10