

INSPECTION REPORT

HOLBETON PRIMARY SCHOOL

Holbeton, Plymouth

LEA area: Devon

Unique reference number: 113252

Headteacher: Mr M Oakshott

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 5th – 6th June 2000

Inspection number: 189377

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Holbeton Plymouth Devon
Postcode:	PL8 1LT
Telephone number:	01752 830317
Fax number:	01752 830317
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Flatman
Date of previous inspection:	30 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr M S Burghart	Registered inspector
Mrs J Gallichan	Lay inspector
Mrs J McNeil	Team inspector

The inspection contractor was:

MSB Education Ltd.

Broomhill
Wimborne
Dorset
BH21 7AR

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Standards are high, reflected especially in Key Stage 2 National Curriculum test results for English, mathematics and science.	
The school provides good quality teaching.	
The school successfully encourages very good attitudes and fosters very good personal development and relationships.	
The leadership and management of the head and governors is very good and have positive effects on learning, resulting in a good learning environment and a very good school ethos.	
The school provides a good, broad and balanced curriculum.	
WHAT COULD BE IMPROVED	15
There are no key issues for the school to address, but the following are areas for further development:-	
There is a need to improve communications to parents regarding pupils' performance, attainment and progress.	
There is a need to provide better outdoor equipment for the physical and social development of children under five.	
The quality and amount of accommodation available are in need of further improvement.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holbeton Primary School is situated in the village of Holbeton near the coast in rural Devon, 14 miles east of Plymouth. The school is housed in Victorian buildings, modified over time, but most recently with a mezzanine floor, to provide adequate room for four classes. For most mornings pupils are divided into five working groups. The school has the use of the nearby village hall for physical education and has its own field about a half a mile away. There are 93 children on the school roll aged from four to eleven. Numbers have increased by 43 since the last inspection and from a low of 17 some 10 years ago. All classes contain pupils from two year groups, with an average of 24 pupils per class.

Pupils are drawn from the local surrounding area, from a mixture of private and rented accommodation. The majority of pupils have had some kind of pre-school education. Their attainment on entry to the school, aged four, is generally above average. The headteacher is in his twelfth year at the school and is supported by two full time teachers both of whom are in their first year of teaching, and three part-time teachers (two of whom are in their first year at the school).

There are 11 pupils on the special educational needs register. This accounts for 12 per cent of the school roll, and is below the national average. No pupils have formal statements under the terms of the DfEE Code of Practice¹ which is below the national picture. Six children are known to be eligible for free school meals, which is well below the national average of 20 per cent. No pupils require extra support as a consequence of having English as an additional language.

The school was placed top of the league tables for Devon based on its performance in National Curriculum tests for Key Stage 2 in 1999.

HOW GOOD THE SCHOOL IS

This is a very effective school where pupils and staff work well and happily together (sometimes in cramped conditions) and achieve consistently high standards, particularly in English, mathematics and science. The quality of teaching overall is good with very good features. The school is very well managed by head and governors in partnership, and continues to deliver good, and often better, provision, for average costs. It gives very good value for money. The school fully justifies having been chosen for a short inspection, constituting a 'light health check', as opposed to a detailed scrutiny.

What the school does well

- Standards are high, reflected especially in Key Stage 2 National Curriculum test results for English, mathematics and science.
- The school provides good quality teaching.
- The school successfully encourages very good attitudes and fosters very good personal development and relationships.
- The leadership and management of the head and governors is very good and have positive effects on learning, resulting in a good learning environment and a very good school ethos.
- The school provides a good, broad and balanced curriculum.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

There are no issues which in the context of this very effective school would be considered fundamental key issues. Areas for improvement identified by the inspection team already feature in the school's development and improvement plan, notably:-

- There is a need to improve communications to parents regarding pupils' performance, attainment and progress.
- There is a need to provide better outdoor equipment for the physical and social development of children under five.
- The quality and amount of accommodation available are in need of further improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Apart from requiring the school to maintain good standards and provision, the last report in 1996 raised four issues for improvement. The school has made good progress since that time. Assessment procedures have been improved with greater consistency across the school. Pupils with special educational needs are now appropriately supported with individual education plans which set targets for improvement. Planned opportunities are now provided for pupils' cultural development. The quality and range of resources, especially for information technology, have been improved. Imaginative play equipment for those under five has been upgraded and plans to develop outdoor resources for these children are in hand. In addition literacy and numeracy strategies have been successfully introduced, staffing has been increased, and the school has been awarded the national Schools' Curriculum Award. Improvements made to the building (where there is still more to do) include work to develop office and staff facilities, and the complete rebuilding of the swimming pool since the last report.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A*	A*
Mathematics	A*	A*	A*	A*
Science	A*	A*	A*	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

A* performance against, not only all schools, but those with a similar level of free school meals (6.5 per cent), indicates that the school is in the top 5 per cent of primary schools nationally. To maintain such standards in English, mathematics and science over the past three years is a significant achievement given that, although below the national level, the school has 12 per cent of its pupils on the special educational needs register. Early indications are of high standards being maintained in 2000, with work seen during the inspection being of above average quality at the end of both key stages, and very high in English at the end of Year 6. In short inspections it is not possible to judge standards in all other subjects. However, strengths were noted in aspects of art, geography, history, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils try hard, sustain concentration and take a pride in their work. They are keen and interested. 97 per cent of parents report that their children like school.
Behaviour, in and out of classrooms	Good overall, in and out of class, with a significant proportion of pupils displaying very good behaviour and showing respect for each other, equipment and the building.
Personal development and relationships	Very good. Pupils respond well to responsibility and show initiative. Relationships between pupils and those with staff are very good. Mutual trust and respect have very positive effects on the learning environment.
Attendance	Very good, being two per cent above the national average, with a low incidence of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good with very good features.	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.

All lessons observed were at least satisfactory with 63 per cent being good and 12 per cent very good. Literacy was taught particularly well with all lessons good or better. Strengths in teaching which have notably good effects on learning are in planning, pace, relationships, questioning, management of pupils and the use of homework. Relative weaknesses (in what is a good profile overall) are in: some mathematics work not matched well enough to pupils' ability, targets not clearly set in marking, lack of teachers' knowledge and understanding of religious education in Key Stage 2, and work, which although worthwhile, was not varied enough to interest pupils further. Teaching for the minority of pupils with special educational needs ranges from sound in class to good in some reading recovery sessions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, sound for those under five, with strengths in Key Stage 1 and Key Stage 2. Literacy and numeracy have a high profile, but are balanced with an appropriate diet of other subjects. Improvements to information technology are proving effective. Good use of homework and a good range of visits and extracurricular activities enhance the curriculum.
Provision for pupils with special educational needs	Good level of provision, supporting pupils both in class and through withdrawal. Progress satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: satisfactory spiritual opportunities; still room for development. Cultural provision improved since the last report is now satisfactory. Very good moral and social provision.
How well the school cares for its pupils	Good: Child protection and health and safety issues well catered for, but some negatives in the dilapidated fabric of the building: for example with damp and extremes of temperature negatively affecting working conditions. Assessment of pupils' performance: improved procedures. Work planned to improve recording of pupils' progress, and communications in reporting to parents.

The quality of parental support for the school and the school's partnership with parents are strengths. The clear majority of parents think the school is approachable and that it works closely with them: for example over homework. The school is reviewing its procedures for reporting pupils' progress to parents and to make information more user friendly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Consistently good management over a number of years has resulted in good provision and high standards. Development planning is closely matched to curricular needs. Staff make a good team. The school has clear educational direction.
How well the governors fulfil their responsibilities	Very good support and involvement in the school enables governors (many of whom are new) to play an active and successful role, in partnership with the head, in running the school.
The school's evaluation of its performance	The school is very committed to achieving and maintaining high standards. Good analysis of performance is used effectively to modify future planning.
The strategic use of resources	Very good planning and prudent use of financial resources have significant impacts on provision, and subsequently standards. Procedures are in place to spend money wisely. Staff, cramped accommodation, time and resources are usually used well.

The school gives very good value for money achieving high standards and maintaining good quality provision for average costs for this size school. Very good relationships and a commitment to high standards make it possible to judge that the school's ethos is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High expectations. • Their children like school. • Leadership and management. • Behaviour standards. • The school is approachable. 	<ul style="list-style-type: none"> • Information about how pupils are getting on.

A very high percentage of parents responded to the Ofsted questionnaire (88 per cent) and 25 parents attended the meeting with the Registered Inspector. The overwhelming response of parents was positive. Inspectors support parents' views. Written remarks added to questionnaires featured: some very complimentary comments about teaching and standards. A minority expressed reservations about the building; communications about pupils' progress; staffing; and pupils being under pressure to succeed in National Curriculum assessments.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'Standards are high, reflected especially in Key Stage 2 National Curriculum test results for English, mathematics and science.'

1. Over the past three years standards have been shown to be very high at the end of Key Stage 2 in national tests in English, mathematics and science. The school's own assessment procedures, which have been developed still further since the last inspection, have confirmed this.

2. Pupils' skills of literacy are well above average and are applied well in other subjects: for example in extended writing about Ethiopia, Year 5 and 6 pupils showed good quality research skills and complemented factual account writing with very sensitive poetry. One Year 6 girl wrote as part of a much longer poem, the chorus 'Africa, Africa, big and vast; Africa, Africa, land of contrast.'

3. Creative writing is actively encouraged and well developed: for example pupils in Key Stage 2 make good use of metaphor in descriptions. A more able Year 3 pupil wrote 'I walked to the seashore with a sense of foreboding. I was pounded by a gale that seemed to assault me from every direction.'

4. Speaking and listening standards are high with the overwhelming majority of pupils confidently participating in discussions and responding very well to open ended questions: for example Year 1 and 2 pupils exploring prayer in a religious education lesson leading to a very good level of understanding for their age.

5. Well above average handwriting standards have a very positive impact on the presentation of work throughout the curriculum. Pupils' reading is above average across the school with a significant proportion of Year 6 pupils achieving high levels. The remainder, including those on the special educational needs register, reach at least the standard expected for their age.

6. Well above average mathematical skills are used effectively, not only in mathematical investigations and problem solving, but to support other curriculum areas such as graph work in science; dimensions for model making in art; and scale and distances in map work. By the time they leave the school most pupils have fast recall and mental application of strategies and are confident in their own ability.

7. In both English and mathematics pupils are very well prepared for the higher stages of the National Curriculum.

8. Standards are above average in science. Although the subject has a lower profile than English or mathematics, pupils' knowledge and understanding of scientific principles are good. Pupils confidently propose and test their own hypotheses. For example, with regard to the effect of water on materials Year 5 and 6 pupils speculated about the outcome of erosion for their study of rivers in project work.

9. Significant improvements to resources and planning, and the impetus of a new co-ordinator are resulting in rapid progress in information technology and pupils' standards are at least in line with expectations by the time they leave the school. The subject is being used effectively to support other curriculum areas through word processing and data handling. The school has begun teaching information technology as a subject in its own right in Key Stage 2, using the expertise of the co-ordinator to work with groups of pupils and support other staff in in-service work.

10. In a short inspection it is not possible to collect sufficient evidence to judge standards in all other subjects. However, it is clear that pupils reach at least satisfactory levels before they leave the school throughout the curriculum. Strengths were noted in:-

- Singing: for example the choir's good four-part harmony as part of assembly;
- Art, where Year 5 and 6 pictures in the style of African silhouettes, and Year R and 1 patchwork quilting of seascapes, are very good;
- Physical education, where the girls' cross country team are county champions;
- Geography and history, notably in Year 3 and 4 topic work on the Erme, and Year 5 and 6 comparisons with other rivers such as the Nile;
- Religious education where Year 1 and 2 demonstrated their understanding of the concepts of hope and faith, well above what is expected of Key Stage 1, following a very good lesson about messages in bottles.

11. There is a very close link between the observed good standard of teaching and pupils' high quality learning.

'The school provides good quality teaching.'

12. Teaching throughout the school is good. It was judged at least satisfactory in all lessons observed with 62 per cent good and 12 per cent (all at Key Stage 1) very good. All teachers observed were seen teaching at least one session at the good level. These good lessons covered a representative profile of different subjects. Literacy was taught consistently well with all lessons good or better.

13. Teachers know their pupils well and relationships are very good. They listen to what pupils have to say and are skilled at asking questions which require pupils to think before answering: for example "What do you think the artist (Monet) had in mind when he painted this way?" and "How does this poem make you feel?"

14. Good planning clearly identifies learning objectives which are well communicated to pupils at the start of lessons (sometimes being written on the board) and reviewed at the end. Most lessons move with good pace and pupils are often challenged to complete work to a good standard in a given time.

15. Teachers make good use of homework and have clear expectations of quality, quantity and deadlines. They celebrate pupils' good work using it in good quality displays, particularly in Key Stage 1. These displays serve to inspire other pupils, and are used as a focus for future teaching: for example Year 3 and 4 mural relief of the River Erme used by other pupils to locate where they live and to identify local features.

16. Pupils are well managed and little time is lost changing from one activity to another: for example from whole class to independent work in literacy, or returning from break or assembly. Pupils respond well to teachers' consistent management of the rewards and sanctions system, especially the red and black spots recorded on class tally charts. This consistency forms part of the basis of trust and very good relationships between pupils and staff. Together with the opportunity for pupils to spend time with staff in extracurricular activities, this has a positive effect on the learning environment and the progress pupils make.

17. Relative weaknesses, acknowledged very readily by staff whose response to constructive criticism was very positive, include:-

- The need to match some work more closely to the ability of pupils and make it sufficiently interesting: for example in mathematics;
- Marking, which although encouraging, does not always highlight clearly enough how pupils can do even better;
- A lack of teachers' confidence, knowledge and understanding: for example Key Stage 2 religious education.

18. Throughout the school pupils' high attainment and very positive responses are the direct result of good quality teaching. The combination of these makes a significant contribution to the judgement that this is a very effective school.

'The school successfully encourages very good attitudes and fosters very good personal development and relationships.'

19. Pupils' response to school was very good in all but two lessons observed where it was satisfactory. Attitudes and behaviour were better than satisfactory with nearly 70 per cent very good or better. In an unusually large proportion of lessons (43 per cent) at Key Stage 1, pupils' response was excellent. Pupils are keen, try hard, sustain concentration for periods longer than expected for their age, and demonstrate high levels of personal development in their ability to take responsibility, show initiative and learn from their mistakes.

20. Throughout the school pupils are encouraged to make good use of their very good literacy skills to develop as individuals. They respond particularly well by expressing themselves, both orally and in writing, showing consideration for the opinions and ideas of others. This has a significant impact on relationships which are very good at every level.

21. Pupils' ability to listen as well as speak, is an important factor in their very good learning. Children get on very well together at work and play. They are mutually supportive and respond well as a team to the competitive philosophy of the school. For example, this is reflected in the school's high profile of results and its success in sports, such as cross country running.

22. The school successfully encourages pupils to consider those less fortunate than themselves: for example in charity fund raising for Mozambique, as well as being involved in self help activities, such as collecting tokens for information technology equipment.

23. Good planning in the curriculum provides opportunities for pupils to study other cultures and develop awareness of multicultural issues. This aspect has been improved since the last report.

24. Opportunities created for independent work both in class, for example as part of literacy; and out of school hours through homework, have good effects on pupils' capacities to take some responsibility for their work. A good feature of this is in the Year R/1 class where the introduction of the 'Choice Wheel' from which children select their working programme for the day, is proving effective.

25. Standards of behaviour both in and out of class are good, with a large majority of pupils very well behaved at all times. A minority of Key Stage 2 boys were noted as having the potential to misbehave, particularly when work did not fully extend them. However, the school's very good ethos and procedures for managing behaviour are effective and consequently the learning environment is not negatively affected.

26. Inspectors found the school to be a happy place where expectations of work and behaviour are clear from Year R to Year 6. Pupils' positive attitudes and response are directly proportional to the good quality teaching and curriculum provided.

'The leadership and management of the head and governors is very good and have positive effects on learning, resulting in a good learning environment and a very good school ethos.'

27. The school successfully fulfils its mission statement and manages a happy environment where pupils achieve high standards across a broad curriculum.

28. Decisions are made with direct reference to the needs of the curriculum and against clear strategies for evaluating the school's and individuals' performance. Over a period of years this has produced consistently high results at the end of Key Stage 2 and enables even special educational needs pupils to reach the nationally expected standards for the age group. Good provision in the form of teaching and a well planned curriculum that includes opportunities for personal development, as well as academic needs, is managed very effectively for only average spending for this size school. Taking into consideration the outcome in terms of pupils' success, the school is judged as still giving very good value for money.

29. There are good procedures for staff and governors to be involved in establishing targets for the school development and improvement plan. The headteacher successfully co-ordinates and monitors such planning which forms a good basis for managing the school. Future modifications will be in more clearly identifying criteria for success and in prioritising targets to establish what needs to be done first.

30. Governors are well informed and very supportive of the school and committees, especially regarding finance. They play a vital part in the management of the school. Financial resources are efficiently used to provide above average staffing levels and, during morning sessions, smaller classes.

31. Very good planning and procedures take into account the need to spend money wisely and the school considers quality as well as price when making purchases: for example buying fewer high specification computers as opposed to a greater number of less useful machines.

32. Staff, teaching and non teaching, make a good team and are well led. Very good relationships throughout the school complement the school's determined commitment to high achievement. The success of both is responsible for the school's very good ethos and the positive nature of pupils' learning. The curriculum, with the exception of outdoor activities for those under five, is well managed.

33. The headteacher has had to carry most subject responsibilities this year following the retirement of two key, experienced members of staff. A better balance of responsibilities has been achieved through new job descriptions and greater delegation for

September 2000 when two newly qualified teachers will have successfully completed their induction year.

34. Parents are very supportive of the school, 96 per cent of the high return to the Ofsted questionnaire reported that they think the school is well led and managed. A significant minority of parents (15 per cent) have concerns about the management of communications with regard to how well their children are progressing. The school has acknowledged this and is trialling a new pupil record/profile to make the most of the good assessment information, to improve the situation.

'The school provides a broad and balanced curriculum.'

35. Although the school places high emphases on English and mathematics, and on literacy and numeracy in particular, it still presents the full range of the National Curriculum. All required elements of programmes of study are planned for at both key stages.

36. Good use is made of staff expertise and interest, in planning, and in support for teachers whose confidence, knowledge and understanding is not as strong. For example, a member of staff with a strength in information technology advises colleagues, co-ordinates resources and sometimes teaches groups from other classes; whilst in turn the teacher responsible for religious education supports him to promote this subject.

37. The curriculum is well planned with clear learning objectives identified in schemes of work and lesson plans. Good use is made of projects as vehicles to teach a variety of subjects: for example literacy, numeracy, art, geography, history and religious education approached through the themes of the sea for Key Stage 1 and rivers for Key Stage 2.

38. During morning sessions the two Key Stage 2 classes are divided into three, effectively providing smaller teaching groups and making efficient use of time.

39. The curriculum for those children under five is sound. They benefit from and, at times, are restricted by, working alongside Year 1 pupils in the same class. This has the effect of exposing these children to National Curriculum programmes of study before they reach statutory school age. Expectations are high and children under five make good progress and reach standards above expectations in some areas: for example reading.

40. Homework is well used to enhance the curriculum. It is well managed and the response of pupils and parents to the home/school agreement has been very positive. The Ofsted questionnaire for parents showed only two per cent disagreed with school policy and practice over homework. Considering that 82 out of a possible 93 responses were returned, this represents a very high degree of support.

41. A wide range of visits successfully support work in the curriculum. In geography and history good use is made of the locality: for example the village, river and seashore. Visits further afield include the Millennium Dome and Southsea Sealife Centre as part of a residential trip to a centre in Surrey; and a French exchange with Bodilis in Brittany. These help raise pupils' cultural awareness as recommended by the last inspection.

42. The school uses focus weeks effectively to emphasise curriculum areas: for example for design and technology, where activities in each class follow a common theme. These sometimes involve visits and visitors, and, in the case of Art Week, culminated in an exhibition open to the general public.

43. The school offers a good range and number of extracurricular after school activities including sport, art, music and information technology. These clubs are well supported by staff and pupils and make significant contributions to the breadth of the overall curriculum, the quality of relationships and the school's very good ethos.

44. Since the last inspection Holbeton has received the national Schools' Curriculum Award (1997) assessed against the quality and success of its provision. The development and improvement plan indicates that the school seeks to be reconsidered for a similar award in 2002/3.

WHAT COULD BE IMPROVED

'There is a need to improve communications to parents regarding pupils' performance, attainment and progress.'

45. Fifteen per cent of parents think that they could be better informed about their children's progress.

46. The school can demonstrate that it carries out thorough assessment of pupils' attainment and makes good use of this information to plan work and enable pupils to do their best. Recently the school has trialled a new pupil record/profile which is added to daily by staff and pupils. This is designed to give a comprehensive up to date profile of performance and takes the place of the previously used home/school diary and end of year report.

47. Staff are aware that some parents do not find these books user friendly and there is a need to improve clarity and communication to summarise achievement and capitalise on the wealth of information that they contain. As these records form the basis of reports to parents there is a need to ensure all subjects are covered in their own right: for example exemplifying judgements in each subject of 'project work'. Parents need to know how to access information in the document and when they can discuss it formally with staff.

48. There are indications that this system of record keeping, when modified, will prove successful. There is a need to improve the quality of presentation to make the booklets physically stronger and more attractive, to bring them up to the high quality of other school documentation: for example the governors' annual report to parents.

49. As with other areas identified for improvement in this inspection, planning to develop recording and reporting already appears in the school development and improvement plan.

'There is a need to provide better outdoor equipment for the physical and social development of children under five.'

50. There has been good improvement since the last report in developing resources for children under five. However, there are too few opportunities for children to be involved in activities considered to be desirable for this age group compared with some other schools. This is most obvious with regard to outdoor activities for physical and social structured play. The school is aware that access to the outside for Year R is difficult, and that the absence of ride on toys and suitable climbing equipment can have a negative impact on children's development. Plans are in hand to provide such apparatus through the school improvement and development plan. However, this is not scheduled until 2001, although it was suggested as long ago as the previous inspection. A review of priorities will be needed to meet the revised requirements of the under five curriculum for September 2000.

'The quality and amount of accommodation available are in need of further improvement.'

51. Inspectors strongly encourage the school in its continuing efforts to persuade appropriate authorities of the urgent need to correct problems associated with damp and extremes of temperature, particularly with regard to the Year 5 and 6, and the Year 3 and 4 classrooms.

52. The school generally makes good use of space, but some activities are restricted by cramped conditions. Negotiations appear to be successful in order to expand the school buildings into other areas of the school house. Additional areas resourced for information technology and music will enable the school to upgrade provision and improve its effectiveness still further.

53. Matters concerning the security of the site, which will require prompt consideration, were drawn to the governors' attention during the feedback from this inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of this very effective school there are no issues which would constitute Key Issues in terms of the Framework for Inspection. Inspectors identified three main areas for further development which the school has already included in its development and improvement plan.

In order to improve the school still further the governors, headteacher and staff should:

- **Develop**, as intended, communications with regard to pupils' progress.
- **Provide**, as planned, resources for outdoor structured physical and social play activities for those under five, to allow for ride on and climbing opportunities.
- **Continue** to lobby the appropriate authorities with regard to the size and maintenance of the building; notably to overcome problems of cramped conditions, damp and extremes of temperature.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	63	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	93
Number of full-time pupils eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	11
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	6	6	6
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (88)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	6	6	6
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (88)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	6	6	6
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	68 (64)	69 (58)	75 (69)

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

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	91
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 – Y6

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	19.8
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	21

FTE means full-time equivalent.

Financial information

Financial year	1998/9
----------------	--------

	£
Total income	183074
Total expenditure	174760
Expenditure per pupil	1899
Balance brought forward from previous year	6597
Balance carried forward to next year	14911

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	0	0
My child is making good progress in school.	74	21	1	1	2
Behaviour in the school is good.	72	24	0	0	4
My child gets the right amount of work to do at home.	57	36	2	0	4
The teaching is good.	78	18	0	0	4
I am kept well informed about how my child is getting on.	52	33	10	5	0
I would feel comfortable about approaching the school with questions or a problem.	82	13	2	2	0
The school expects my child to work hard and achieve his or her best.	84	15	1	0	0
The school works closely with parents.	69	21	4	4	2
The school is well led and managed.	85	11	4	0	0
The school is helping my child become mature and responsible.	75	22	0	0	2
The school provides an interesting range of activities outside lessons.	65	25	4	1	5

Figures in the above table may not add up to 100 per cent due to rounding.