

INSPECTION REPORT

St Oswald's C of E Infant School

Ashbourne

Short

LEA area: Derbyshire LEA

Unique reference number: 112796

Headteacher: Mrs Helen Gough

Reporting inspector: Vreta Bagilhole
17517

Dates of inspection: 11/01/00 - 12/01/00

Inspection number: 190616

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Mayfield Road Ashbourne Derbyshire
Postcode:	DE6 1AS
Telephone number:	01335 342660
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Christine McQueen
Date of previous inspection:	03/12/96 - 05/12/96

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Oswald's Infant school takes pupils aged from 4-7 years. The number on roll is 98. It is situated in the town of Ashbourne. The school is smaller than other primary schools and is a similar size as it was at the time of the previous inspection. Half the pupils who attend the school live in local authority housing and half in private housing. Overall, the attainment of the pupils on entry to the school is average. All of the pupils are from a white ethnic origin. There are 11 children who have special educational needs, one of whom has a Statement of Special Educational Need. Twenty-seven per cent of pupils are entitled to free school meals, which is high when compared to the national average. The average class size is 28.

HOW GOOD THE SCHOOL IS

This is a good school, which has high standards and is committed to further improvement. Teaching and learning in the school are good and often very good. The partnership with parents and the support from the parent teacher association is a very significant strength. The school is very well led and efficiently run. The ethos is very good. The school provides very good value for money.

What the school does well

- Standards in English and science are well above average. The school's performance in mathematics places it in the highest 5 per cent nationally.
- The partnership with parents and their involvement in the school is excellent;
- The headteacher and key staff lead and manage the school very well;
- Teaching is consistently good and provides challenging activities for the pupils.
- Pupils respond very well to the school and develop positive attitudes to learning. They thoroughly enjoy coming to school.
- The provision for cultivating pupils' personal development is very good.

What could be improved

- The procedures for evaluating and monitoring the quality of teaching and learning,
- The use of analysis from national testing and data collected by the school to raise standards further;
- The experiences for pupils on the multi-cultural nature of the wider world.
- The presentation and tidiness of pupils' written work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996 and it has made good improvement since then. Standards have improved in English and mathematics. The school has made good progress in developing physical education, a key issue in the last inspection. Standards in physical education have now improved and are what is normally expected for the ages of the children. The range of reading materials has been extended and an attractive library has been set up. Comprehensive schemes of work, focusing on learning objectives and pupils' attainment and progress have been completed. The governing body has continued to develop its vision for the school and now acts as a critical friend. The school is in a good position to make further improvement.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	[Year 2]
Reading	A	C	A	A
Writing	B	D	B	A
Mathematics	A	A	A*	A*

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

A* the school's performance is in the highest 5% nationally;

Standards in the school are very good. The results of the National Curriculum tests for 1999 show that by the end of Key Stage 1 the percentage of pupils attaining the national average was average in reading and writing. The percentage of pupils attaining at the higher level, level 3, was well above the national average in reading and writing. The overall judgement takes into account the high number of pupils who attained Level 3. The school's performance in mathematics places it in the highest 5 per cent nationally. When comparing the performance with similar schools, the standards are well above in reading and writing and very high in mathematics. Attainment in science is well above the national average. Trends over the last three years show that overall the school has maintained these standards. In 1998 the number of pupils who attained the higher levels in reading and writing was well above the national average. However, the attainment at the average level was lower, because a higher number of pupils (25 per cent of the cohort) were on the register for special educational needs. There is no significant difference between the performance of boys and girls. The pupils do well in other subjects such as art and geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils thoroughly enjoy coming to school. They are very well motivated and keen to learn.
Behaviour, in and out of classrooms	Behaviour is good overall.
Personal development and relationships	Very good. The school provides a very wide range of activities to encourage pupils to become self-reliant and to aid their personal development.
Attendance	Very good. Attendance rates for the school are above the national average with unauthorised absence well below average.

The school provides a very wide range of activities to encourage pupils to become self-reliant and to aid their personal development. Pupils respond very well to these opportunities. In classrooms and in the hall behaviour is very good. However, the cramped conditions in the playgrounds give rise to occasional bumps and pushing. Pupils thoroughly enjoy coming to school. The very good attendance, which greatly exceeds the national mean, is greater than 95 per cent. Unauthorised absence is negligible.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	N/A

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 for children under five and at Key Stage 1 is good overall and often very good. No teaching is less than satisfactory. Sixty-two per cent of lessons are good and 31 per cent are very good. The quality of teaching in English and mathematics is good and often better. The skills of literacy and numeracy are well taught. The main strength is in the challenging activities that are planned for the pupils. Lessons are well planned and meet the needs of all pupils. They are the result of lengthy discussions and evaluation by teachers and other staff. Support staff make a very good contribution to lessons. The quality of pupils' learning is good throughout the school because the very good planning identifies clear learning objectives for all pupils. Teaching and learning are well matched to the pupils' age and capability. One area for improvement is in the presentation of pupils' work, which can be untidy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a relevant and broad curriculum
Provision for pupils with special educational needs	Good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall
How well the school cares for its pupils	Good.

The strengths in the curricular opportunities offered to pupils are in the planning of work and the clear progression of skills that are identified. Teachers' planning clearly identifies learning objectives. This was not happening in the last inspection. Pupils enjoy extra-curricular activities such as a dance club and the number of pupils attending this activity is good. There are good links with the community and pupils benefit from visits to the local museum, farm, church, and hospital to sing carols. The provision for pupils' personal, including spiritual, moral, social and cultural development is very good overall. Cultural development in the school is good, but improvement is needed in extending pupils' knowledge of the wider world beyond their own. The school has recognised this as an area for development and the deputy head proposes to initiate this development with a trip to India. The pupils' academic performance and welfare are well monitored and supported. Good attention is paid to the health and safety of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good
How well the governors fulfil their responsibilities	Very good.
The school's evaluation of its performance	Good
The strategic use of resources	Very good

The headteacher and key staff lead and manage the school very well promoting high standards and effective teaching and learning. The governing body fulfils its statutory responsibilities. The school's monitoring procedures effectively track the progress of pupils but there is insufficient rigour and accuracy in the analysis of its standards. Teachers are helped to plan very effectively for the needs of all pupils, but the headteacher and co-ordinators do not have sufficient first hand knowledge of what is happening in all classes. The school makes very good strategic use of its resources and links decisions on spending to educational priorities. It is in the early stages of applying the principles of best value. The plans for the outside area were abandoned and then restarted when a governor questioned the project. The principles of comparison, challenge, consultation and competition have now been applied and the work will start this Easter. Using this experience the school now intends to apply these principles across all major spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • My child is making good progress in school. • The teaching is good. • I would feel comfortable about approaching the school with questions or a problem. • The school expects my child to work hard and achieve his or her best. • The school is well led and managed. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Clearer guidelines on homework.

Inspection evidence supports the positive views of the parents. Parents, both at the meeting and in the questionnaire, are very supportive of the school, and this has a major impact on their children's learning. A very large majority believe their children make good or better progress. A significant number of parents help in the school and there is a very active parent teacher association, which raises substantial sums of money. A few parents would like to see clearer guidelines for homework and inspection findings support this viewpoint. There is complete support for the headteacher and management of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and science are well above average. The school's performance in mathematics places it in the highest 5 per cent nationally.

1. The pupils make good progress in English, mathematics and science. By the time they leave the school pupils, including those with special educational needs, have achieved as well as they can.

2. Pupils listen well throughout the school. Standards in speaking and listening are high. This is mainly because of the school's rigorous attention to the development of language from the moment the pupils arrive in the school. The new arrivals in Reception are taken on a tour of the school and fastidious attention is paid to vocabulary such as 'through the door' and 'down the step.' They find teddy bears as they progress round the school and afterwards recall their journey in the library. The teaching and development of specific subject vocabulary is used in many lessons such as mathematics and science. The literacy strategy is having a positive impact on standards in reading, particularly in work on sounds and in guided reading. The pupils have benefited greatly from a better range of reading books and a new library. These were issues at the last inspection. Pupils take reading books home regularly and change books from the library after school with their parents. Inspectors listened to several pupils read during the inspection and all had recently read a good selection of both fiction and non-fiction books. Pupils in Year 2 are beginning to read fluently and accurately. They think hard about words they do not initially understand such as 'brayed' and then often give the correct meaning. They answer challenging questions from the teacher giving reasons. They know hibernation is 'going to sleep.' Pupils' writing displays a good use of language and knowledge of sounds. Children under five make good progress in writing independently. Older pupils write about feelings and what they did on Christmas Day. Lower attaining pupils write newsletters and poems about a surprise.

3. Lessons in science are lively, busy and full of enquiry and investigation. In Year 1 pupils observe the solid balloon of ice containing the teacher's frozen ring. All pupils are able to talk about conditions for melting ice. They write independently about what they see. They are encouraged to solve problems such as how can we rescue the ring from the frozen ice ball? How can we melt ice, what will happen to it? The excitement and joy of discovery continues in Year 2. Pupils discover how to remove the paper clips from the beaker of water with a magnet. Pupils' work is assessed effectively and records of pupils' attainment in all targets are well recorded and maintained.

4. The numeracy strategy is being very effectively implemented and all lessons now start with mental arithmetic. Teachers and support staff have a very good understanding of the level of work they should be expecting of pupils of all abilities. The high performance of the school is illustrated by the challenging activities planned and good use of resources. Good practical activities are planned and thorough consolidation of new number rules takes place. This has a very good impact on standards. All groups have a challenge, such as sorting groups of socks into pairs to reinforce the concept of odd and even. Pupils think carefully about their work. When adding numbers to make 10 one pupil exclaimed 'plus is just the same as add.' Of particular note is the careful preparation of activities and guidelines which are given to support staff. These clearly outline how they should encourage the pupils to become independent in their learning. This shows a clear improvement from the previous inspection when support provided too much help for the pupils.

The headteacher and key staff lead and manage the school very well.

5. The headteacher has a very clear vision of what the school is about. She sees the success of the school as one based on all pupils being able to learn and work independently. A shared commitment to improvement and the capacity to succeed exists. The minutes of staff meeting reflect the school vision of progressing from a good school to striving for the best. All staff share this vision. Good relationships and equality of opportunity for all are reflected in all the work of the school. Co-ordinators are equally successful in their management roles because of this whole school approach, which involves detailed discussions and planning with all concerned. Governors involve themselves actively and know about daily practice. They support the staff very well and are now more of a critical friend to the school. This issue was identified in the last inspection.

6. At the time of the last inspection the standards in physical education were a key issue. The school has made good progress in developing physical education. Standards in physical education have now improved and are what is normally expected for the ages of the children. The school has a good scheme of work that is being successfully implemented and identifies learning objectives and progression clearly. Similar quality schemes of work are available in all subjects. The production of these was an issue in the last inspection. A significant development has taken place in the teaching of dance mainly because of the co-ordinator's subject knowledge, enthusiasm and determination to raise pupils' enjoyment and the standard of physical education within the school. There has been training for all staff in dance and games and the co-ordinator has attended courses for gymnastics. The school has up-dated and improved resources within the school and this has had a significant impact on the quality of the provision in physical education. Outdoor facilities for games are limited. However, the school fully utilises indoor areas and has plans to level the grass area enabling more games to take place outside.

7. The headteacher is a firm believer in involving all those who have an interest in the school as closely as possible and has been successful in achieving this. She used questionnaires very effectively during her first year to ascertain how parents, governors and staff felt about the school. The school development plan is well thought out and relates very closely to the aims and values of the school. It is an ongoing working document and source of information and quite unique in character. The plan looks ahead to the next three years. Priorities are agreed and action identified. Colour coded job sheets are filled in by governors or staff responsible for the implementation. As job sheets are written, a colour coded 'post-it' is posted on a board in the staff room, so that parents, governors and staff can be constantly informed. The lollipop lady confirms that the process works.

Teaching is consistently good and provides challenging activities for the pupils.

8. Teachers guide pupils to engage in interesting activities designed to consolidate and extend the pupils' knowledge, skills and understanding related to the lesson objectives. Pupils are enthusiastic and totally involved in the tasks and this contributes to the busy hum of activity evident in all lessons throughout the school. Pupils develop curiosity and an enquiring attitude to their work because teachers' commitment and enthusiasm is combined with constant challenge and positive encouragement. Teachers asked probing questions to Year 1 and 2 pupils such as, 'Why was Winnie fed up with winter?' Pupils are challenged to explain what, why and give reasons for their answers. This helps pupils to extend their thinking and knowledge. Reception children are challenged to consider different types of water and the sounds made such as the rushing of the waterfall splashing down the rocks and the quiet water of the river. Teachers' organisation and good methods encourage

pupils to work independently and sustain their interest and enthusiasm because the teachers are constantly challenging pupils in the amount of work produced and the level of their curiosity, observation, skills, knowledge and understanding. Teachers use appropriate vocabulary well in other subjects to re-enforce numeracy and literacy for example pupils sing the days of the week and in physical education prepositions such as under, over, above, into are well used. Opportunities to extend learning across curriculum areas are strong. Pupils in Year 1 make dominoes by decorating biscuits with icing and smarties. They know the number of smarties used on two biscuits must add up to ten. Learning objectives are re-enforced during the lesson and achieved by the majority of pupils.

9. Teachers generally demonstrate good management and organisation skills between activities and time is used well. Within some classes, however, the number of groups resulting from mixed age and ability means that pupils are sitting for a considerable length of time while the teacher explains the activity tasks.

10. Assessment folders are good and provide a useful record of pupils' progress and attainment. Adult helpers are very well deployed in all lessons to assist with activities and extend questioning.

Pupils respond very well to the school and develop positive attitudes to learning. They thoroughly enjoy coming to school.

11. Pupils are enthusiastic and well motivated and respond very well to the teaching. The school provides a very wide range of activities to encourage pupils to become self-reliant and to aid their personal development. Pupils respond very well to these opportunities and their self-confidence visibly grows as they progress through school. One of the most effective procedures, particularly in Reception and Year 1, is 'I've listened to you, now it's your turn to listen to me'. Younger pupils also value and accept the principle of the 'Chat chair', which is an extension to Circle time. Older pupils spontaneously operate a 'buddy' system in the dining hall and playgrounds.

12. The school has recognised the problem of the cramped conditions in the playground and plans are well advanced for an extension, both to overcome this and to provide further learning and activity facilities. No incidents of bullying or aggressive behaviour were observed. This supports the parents' views that bullying is not a problem and that if any was noticed, the school has very effective measures to deal with it. Pupils thoroughly enjoy coming to school. At the parents' meeting, a number of parents commented that they were frequently chased by their children in the morning to make sure that they were ready to get their children to school on time. The very good attendance, which greatly exceeds the national mean, is greater than 95 per cent. The education welfare officer has not felt it necessary to visit the school in the two years since the current headteacher was appointed. Monitoring of attendance is informal but accurate. The headteacher knows in detail the circumstances of those families whose children are absent. Unauthorised absence is negligible.

The school's partnership with parents is excellent and is one of the strongest contributors to pupils' learning.

13. The very effective partnership with parents, the detailed information and the parents' involvement in the life and work of the school, make a major impact upon pupils' learning. Parents successfully raised a petition to the local authority and other influential bodies to restore funding. The loss of a class teacher would have resulted, had it not been successful. The number of parents speaking at the pre-inspection meeting, and the level of

response to the questionnaire, are good indicators of the high level of parental interest. Parents, both at the meeting and in the questionnaire, are very supportive of the school. A very large majority believe their children make good or better progress.

14. The parent teacher association is very active and raises substantial sums of money. This money is used in a variety of ways, for resources, and in support of major projects. One area of particular note is the effort made by the school to hold meetings in the afternoon for single parent families who cannot attend in the evening, and for working parents who cannot attend in the afternoon. This technique has been successful in giving all parents the opportunity to understand the literacy and numeracy strategies. Parents are strongly supportive of the work that is sent home and most have a clearer understanding of what is needed following these meetings. Parents are informed in advance about major spending. The school's relationship with parents, and through them, with the community, has produced very substantial sums of money for the playground initiative, totalling £8,500. Further fund raising efforts are carried out by individual parents such as the weekly 'Bonus Ball' lottery for a prize of £15. Parents not active in the association, support fund-raising activities strongly.

The provision for cultivating pupils' personal development is very good.

15. During assembly, spiritual development is encouraged by the effective use of candles and a special place is identified for pupils to think, listen and pray. Pupils are encouraged to write their own prayers and these are shared with others. Assembly themes are identified clearly and are presented in a meaningful way. They are well linked to real life situations such as the importance of belonging to a group and community. The value of individual contribution to the group is explored. This is most effective and pupils are helped to understand how individuals contribute to the whole. Teaching is simple and effective. A chocolate orange is used to symbolise the whole. Pupils identify the individual segments of the chocolate orange and explain what qualities are needed to complete the whole orange. Throughout the school, pupils are encouraged to be independent and to value and appreciate the contributions of others listening carefully to their teacher and other pupils. A sense of curiosity is developed because teachers use questions so well and challenge pupils with appropriate activities. Pupils write about their own feelings and suggest how they could help other pupils who are upset during playtime. Excitement and joy is evident in pupils' response to activities such as the bear hunt in Reception. In science Year 1 pupils show delight as they successfully make a snow shaker. Year 2 pupils are totally absorbed and excited as the magnet moves the paper clips out of a tumbler of water.

16. Pupils have a strong sense of right and wrong. In Reception, a child identifies when there are too many children in the building blocks area and says so clearly. Pupils work well alongside each other sharing resources and co-operating with each other. In numeracy, Year 1 pupils work together to sort the socks into pairs and to help each other identify whether they have an even or odd number of socks.

17. Pupils enjoy extra-curricular activities such as dance club and a significant number of pupils attend this activity. Pupils learn simple dance steps and work alongside pupils from other classes. There are good links with the community and pupils benefit from visits to the local museum, farm, church, and hospital to sing carols. There are regular visits from clergy who make a significant contribution to assembly themes. Pupils are encouraged to consider the needs of others less fortunate than themselves. At harvest festival they prepare packages for pupils in Romania including useful items such as toothbrushes and soap. The school raises money for local and international charities, for example, £320.50 for National Action for Children.

WHAT COULD BE IMPROVED

The procedures for evaluating and monitoring the quality of teaching and learning and the use of analysis from national testing and data collected by the school to raise standards further.

18. These are the only areas where there are some weaknesses in the monitoring and evaluating of the school's performance to diagnose its strengths and weaknesses. The evaluation of literacy and numeracy is good. The headteacher keeps the governing body well informed through her termly reports. Teachers in this small school are constantly discussing and improving practice, mainly through the regular and well-targeted staff meetings. Assessment for children, when they first come into the school, has been put firmly in place and the information is being used well in planning. However, the school has not yet made detailed evaluation of the data provided by the analysis of the end of key stage test results to set targets for improvement. The staff do not have sufficient skills to use the information to help the school improve further. Training in the use of data is needed.

19. The quality of teaching is good. It could be even better if the existing expertise is used to evaluate teaching in the classroom and set targets for further improvement. The headteacher has completed a few observations in classes, but there are no regular formal procedures for this and co-ordinators have not been involved. The headteacher teaches a class for a large proportion of the week. This has been very effective in promoting good teaching practice and in curriculum management. However, more time should now be allocated for her managerial responsibilities.

20. The governing body has identified in its audit that the procedures for monitoring and gathering information about all aspects of the school and, assuring its quality need to be put more firmly into place.

The experiences for pupils on the multi-cultural nature of the wider world.

21. Cultural development in the school is good. It could be even better if the school implement their plans for extending pupils' knowledge of the wider world beyond their own. The intended links with an Indian community need to be developed to ensure all pupils are aware of and understand other cultures. The school has recognised this as an area for development and the deputy head proposes to initiate this development with a trip to India. Further links with other cultures, visiting artists, visitors who can extend and enrich pupils' knowledge and experience of the wider world need to be developed.

The presentation and tidiness of pupils' written work.

22. The teaching in the school could be even better if the existing expertise is used to raise expectations in the presentation and tidiness of pupils' work, particularly in writing. The school already practices handwriting regularly. However, expectations of presentation for pupils, who have already developed control and consistency, could be higher. Handwriting is mainly well formed. However, often the work on paper and in worksheets is not presented as tidily as it could be, or kept in good condition. Some of the pupils' homework was presented on untidy and scruffy sheets of paper. One classteacher has noticed this and is trialling a system using a homework book, which already shows some improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should include the following issues in its post-inspection action plan.

- to create effective strategies for producing accurate and informative analysis of the results of national testing at age 7 and other available data to raise standards further; (paragraph 18)
- to make the quality of teaching even better by establishing a regular system for monitoring teaching in the classroom and using the information to set targets for further improvement; (paragraph 19)
- to provide experiences for pupils on the multi-cultural nature of the wider world, as identified in the school development plan; (paragraph 21)
- to improve the quality of the presentation and tidiness of pupils' written work by raising teachers' expectations and establishing guidelines for teachers. (paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	62	7	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	No of pupils
Number of pupils on the school's roll	98
Number of full-time pupils eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR- Y2
Number of pupils with statements of special educational needs	1
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	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.7
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	20	25	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	20
	Girls	21	21	23
	Total	37	38	43
Percentage of pupils at NC level 2 or above	School	82 (72)	84 (75)	96 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	18
	Girls	21	23	21
	Total	38	43	39
Percentage of pupils at NC level 2 or above	School	84 (75)	96 (89)	87 (78)
	National	82 (81)	86 (85)	87 (86)

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	84
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– Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	28:1
Average class size	28

Education support staff: YR– Y2

Total number of education support staff	4
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	173,500
Total expenditure	169,079
Expenditure per pupil	1,538
Balance brought forward from previous year	0
Balance carried forward to next year	1,421

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	105
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	65	33	0	2	0
My child gets the right amount of work to do at home.	35	59	6	0	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	61	35	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	71	27	0	2	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	67	29	0	4	0
The school provides an interesting range of activities outside lessons.	41	47	4	0	8