

# INSPECTION REPORT

**POLLINGTON-BALNE CE PRIMARY SCHOOL**

**GOOLE**

LEA area: East Riding of Yorkshire

Unique reference number: 118044

Headteacher: Mrs G E Grantham

Reporting inspector: L A Furness  
8245

Dates of inspection: 5<sup>th</sup> – 6<sup>th</sup> June 2000

Inspection number: 190895

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Pollington  
Goole  
East Riding of Yorkshire  
Postcode: DN14 0DZ

Telephone number: 01405 861916

Fax number: 01405 869076

Appropriate authority: The Governing Body

Name of chair of governors: Rev C Roberts

Date of previous inspection: 09/12/1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Pollington-Balne Primary School is a voluntary aided Church of England school for pupils aged 4 to 11. It is situated between the villages of Pollington and Balne but also serves a number of nearby villages. There are 107 pupils on roll. The percentage of pupils who have special educational needs is below average (14.01 per cent) and the percentage of pupils having a statement of special educational needs is also below average. (0%). There are no pupils from other ethnic backgrounds and all pupils speak English as their first language. There are a very small number of pupils eligible for free school meals and at the time of the inspection there are more boys than girls in the school. There are four classes. One is of a single age, the reception class and three classes consisting of pupils of two ages. These are a Years 1 and 2 class, a Years 3 and 4 class and a Years 5 and 6 class. Pupils come from a wide range of social backgrounds. The attainment of children on entry to the school varies greatly each year according to the number of pupils in the cohort, which can distort the attainment profile and the gender bias of the particular group. In 1999, the initial assessment of reception children indicates that the attainment of the majority is above that expected for their age.

### **HOW GOOD THE SCHOOL IS**

This is a successful school. The standards attained by pupils in the national tests at the age of 11 are well above the national average. Teaching is always at least satisfactory, with the teaching of the pupils aged 7 –11 years being very good. The good teaching of basic skills in English and mathematics is having a very positive impact on pupils' learning. The headteacher, deputy headteacher and staff are committed to maintaining high standards and the school provides good value for money.

#### **What the school does well**

- Pupils at the age of 11 attain well above average standards in the national tests in English, mathematics and science.
- The teaching of pupils aged 7-11 years is very good and has a positive impact on the standards that these pupils attain.
- Pupils have very positive attitudes to school. They are well motivated, try hard and are proud of their achievements.
- The school cares very well for its pupils and works hard to ensure that they are well supported in their personal development. Their spiritual, moral and social development is very good.
- The good quality artwork displayed throughout the school positively enhances the school environment.

#### **What could be improved**

There are no major weaknesses in this school but there are areas for further improvement identified by the school.

- There are systems in place for checking and evaluating the quality of teaching and the curriculum. However, the headteacher knows that they need to be developed further in order to identify clearly strengths and areas for improvement.
- The governing body is interested and enthusiastic and it is very successful in the fund raising aspects of school life. The majority of governors are new and consequently appropriate training has been arranged to assist them to develop their role of checking upon school effectiveness and pupil performance.
- The school has worked hard to successfully improve provision for information and communication technology. They want to improve even further and have identified clear and appropriate priorities to enable them to do so.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. The main issues identified in the previous report have been dealt with enabling satisfactory improvement to be made. The improvement in the standards of attainment of older pupils in English, mathematics and science are broadly in line with the improvements seen nationally. The quality of teaching has improved throughout the school with more good and very good teaching now evident. The successful implementation of the National Literacy and Numeracy Strategies has further improved provision for pupils in English and mathematics.

### 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*	B	A	A
mathematics	B	E	A	B
science	A*	D	A	A

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

The standards attained by pupils aged 11 years in English, mathematics and science in 1999 based upon average point scores are well above the national average. In English and science results are well above those found in similar schools. In mathematics results are above those found in similar schools. Over the last three years results have fluctuated with a decline particularly in mathematics and science in 1998. This was due to a class with a high percentage of pupils with special educational needs, some of whom joined the class just before the national tests took place. The standards of the majority of pupils currently in Year 6 are above the national expectation in English, mathematics and science.

The 1999 National Curriculum test and task results for 7 year-olds show that standards are broadly in line with the national average in reading and writing and below the national average in mathematics. In comparison with similar schools, standards are below average in reading and writing and well below average in mathematics. Over the last three years standards have fluctuated in all three subjects. However in schools where there are only small groups of pupils variations can be expected. The current Year 2 pupils are also a very small group and although all attain the expected level for 7-year-olds in reading, writing and mathematics a significant number have only just attained the expected level. There are no pupils attaining the higher levels. However, in relation to their prior attainment these pupils have achieved well. The majority of current Year 1 pupils are demonstrating attainment in English and mathematics that is above that expected for their age.

The school has used assessment data to set appropriate targets for the next two years. Although these targets have not been agreed with the Local Education Authority the school is confident that that they are both realistic and challenging. The inspection team would agree with this opinion.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school. They involve themselves fully in school life, have very good attitudes to learning and work hard. These positive attitudes have a good effect on standards and achievement.
Behaviour, in and out of classrooms	Behaviour is very good in and around the school, including the playground and the dining room. Pupils respond well to the high standards expected of them in terms of behaviour.
Personal development and relationships	Pupils form very good relationships with staff and fellow pupils, respecting each others different views and opinions. Older pupils, in particular are encouraged to think and learn for themselves.
Attendance	Satisfactory. Most pupils attend school regularly and arrive at school punctually. However, a small minority of parents take their children away on holiday during term time and this adversely affects the overall attendance figures.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.*

The quality of teaching is good. Teaching is at least satisfactory in all lessons. It is good in 25 per cent of these lessons and very good in a further 31 per cent of lessons. English and mathematics teaching is good overall. The teaching of pupils aged 7 to 11 years is very good and contributes greatly to the high standards attained by pupils at the age of 11. The basic skills of literacy and numeracy are well taught throughout the school and through all relevant subjects. The school successfully meets the learning needs of all pupils enabling them to achieve well in relation to their prior learning. All teachers are well organised and well prepared. They know what pupils are expected to learn and pupils respond well to the high demands made of them. They are successfully taught to persevere in their work, to give their best at all times and as they grow older to take more responsibility for finding out things for themselves in order to consolidate and extend their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	The school provides a wide range of worthwhile learning opportunities

curriculum	and places good emphasis on literacy and numeracy. There is also a good range of activities available to pupils outside of the normal school day.
Provision for pupils with special educational needs	Pupils are identified early and positive action is taken to address their individual learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a school that is very effective in helping pupils to develop good manners, form very good relationships and to know the difference between right and wrong. They are taught that they have to look after and care for themselves, each other and their environment. These aspects of personal development permeate the life of the school. School assemblies are particularly effective in promoting pupils' spiritual development.
How well the school cares for its pupils	All pupils are very well cared for. There are good procedures in place for child protection and for ensuring pupils' welfare. Procedures for monitoring attendance, academic achievement, personal development and behaviour are good.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and purposeful leadership and is well supported by the deputy headteacher, the curriculum co-ordinators and all staff. There is a clear commitment to improving standards, which in turn gives strong encouragement to good achievement in all aspects of school life.
How well the governors fulfil their responsibilities	The governing body is enthusiastic and supportive of the school. It satisfactorily fulfils its statutory responsibilities. However, a significant minority of governors are new to their role and consequently training has been arranged to enable them to develop their expertise.
The school's evaluation of its performance	This is a developing area. Performance review and rigorous analysis of strengths and weaknesses are identified priorities of the leadership of the school.
The strategic use of resources	Spending is closely allied to the school's stated priorities and effective use is made of designated funding. The school spends wisely in order to improve provision. Careful thought is given to checking on best value for money and how various resources are likely to have an impact on the pupils' learning.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The vast majority of parents are pleased with all aspects of the school. They say: <ul style="list-style-type: none"> <li>behaviour in the school is good.</li> </ul>	There are no areas, which a significant number of parents identify as needing improvement.

<ul style="list-style-type: none"> <li>• the school is helping my child to become mature and responsible.</li> <li>• teaching is good.</li> <li>• my child likes school.</li> <li>• my child is making good progress.</li> </ul>	
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The inspection team can understand why parents are so happy with this school and they agree with all of the parents' positive views.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **1 Pupils at the age of 11, attain well above average standards in the national tests in English, mathematics and science.**

2 Pupils' performance in the 1999 national tests for 11-year-olds is very good. In comparison with all schools their performance is well above the national average in English, mathematics and science. In comparison with schools that are similar the pupils' performance is well above average in English and science and above average in mathematics. This is an overall improvement in standards since the previous inspection.

3 The National Literacy and Numeracy Strategies have played a significant part in maintaining high standards. The teachers regard high levels of skill in literacy and numeracy as fundamental to the pupils' academic success. Consequently these subjects are given a substantial amount of time each day and all teachers have enthusiastically adopted both Strategies. Teaching is consistently good in English and mathematics. It is a credit to the school that three of their teachers have been asked by the Local Education Authority to be a part of their initiative to disseminate good practice in literacy. Teachers from the local secondary school have visited the Year 6 classroom to see a 'good literacy hour' taking place.

4 In English, pupils learn to read fluently, accurately and with expression. By the age of 11 they have been introduced to a wide range of texts including poetry. All pupils enjoy reading and the majority can talk knowledgeably about plot and characters and can quote from text as they describe their favourite part of a book or poem. They can also competently use books and CD-ROM's to find information across a range of subjects. High quality learning experiences enable pupils to develop a good grasp of how to retell stories and how to write, for example, newspaper reports, descriptions and explanations. After examining the language used in a travel brochure, one pupil in Year 6 independently writes 'The tantalising tropical towering trees are part of the splendid scenery that surrounds the wondrous island.' This extract demonstrates her understanding of persuasion by the use of alliteration. Another pupil writes 'You will gasp in disbelief at the magnificent castle of Disney's Magic Kingdom.' Pupils' speaking and listening skills are developed very well and through teachers' skilfully structured questions high demands are made of all pupils with regard to the use of Standard English and subject specific vocabulary in discussions and debates.

5 In mathematics, the majority of pupils by the age of 11 have confident recall of multiplication tables and can use them competently to solve two and three digit number problems in their heads. All pupils have an at least sound understanding of fractions and their common equivalents, and can work with decimals and percentages. Pupils develop a good

understanding of shape, space and measure as they move through the school. They learn to collect and interpret information and present it in the form of graphs.

6 In science, pupils have many first-hand practical experiences in lessons and, by the age of 11, they have a good knowledge of scientific topics such as uses and properties of materials, forces and living things. They are able to undertake challenging investigative work in these areas because they are encouraged to do so by teaching that is well planned to extend their learning, to make them think and to reason things out for themselves, test their hypotheses and record their findings.

**7 The teaching of pupils aged 7-11 years is very good and has a positive impact on the standards that these pupils attain.**

8 In the previous inspection the quality of teaching was judged to be sound or better in a very high proportion of lessons and it was good or very good in more than one third of lessons seen.

9 Teaching has improved since then with good or very good teaching evident in 56 per cent of lessons. Teaching of pupils aged 7-11 years is particularly good with three-quarters of lessons being very good and the remaining lessons being good. Pupils' achievement is good throughout this key stage as a result of the quality of teaching and this prepares them well for the next stage of their education.

10 The characteristics of the very good teaching are very good subject knowledge, detailed planning and high expectations of what pupils can achieve. A good example of very good teaching is seen in a Years 3 and 4 art lesson. The pupils are introduced to the techniques of stencilling and stippling in the context of a repeating pattern. The teacher provides a very good demonstration of the activity, accompanied by clear and precise instructions, which ensures that all pupils are confident and prepared to start their independent work. A wide range of resources is readily available showing the teacher's careful preparation before the lesson. The classroom assistant is also well briefed and fully aware of her role and she competently supports pupils' learning. As a result of very good teaching all pupils are able to produce a finished product either on paper or fabric using complementary colours. The finished work is above that expected for pupils of this age.

11 Another good example of high quality teaching is in a Years 5 and 6 mathematics lesson when pupils are solving problems involving percentages. Again the teacher is well prepared, resources including calculators, are ready and the teachers' very good subject knowledge ensures that he is able to ask probing questions and address any misunderstandings that occur. He skilfully draws all pupils into the lesson, by altering his questions to suit pupils' differing levels of prior learning. The end of the lesson is used well to help pupils evaluate their own and others' work and a successful atmosphere of mutual trust is created in which pupils learn to do this constructively and sensitively.

**12 Pupils have very positive attitudes to school. They are well motivated, try hard and are proud of their achievements.**

13 The pupils' very good attitudes, values and personal development have been maintained since the previous inspection. They contribute to the good learning atmosphere achieved in the school because pupils are able to work and play in a happy and secure environment, which is free from oppressive behaviour and harassment.

- 14 Pupils enjoy coming to school and form very good relationships with adults and fellow pupils. They involve themselves fully in school life and display very good attitudes to their work. From starting school, children want to succeed and are proud of their efforts. This is seen in a reception numeracy lesson as children spontaneously applaud each other when playing the number game, 'Guess my Number'. They are genuinely thrilled whenever they make a correct answer and clap their hands with delight.
- 15 Pupils respond very well to the demands made of them by concentrating well, persevering and working hard in all subjects. These very good attitudes enable them to learn and achieve well and attain the good standards seen by the age of 11. Co-operative work is good. When working in pairs and groups, pupils share equipment and take turns. They plan together well and listen carefully to ideas and suggestions. When working independently they take responsibility for their own learning, finding the resources and equipment needed for the task and tidying away efficiently at the end of a lesson.
- 16 Personal development is very good and actively encouraged from an early age. In all classes, pupils help with the daily routines of school life by taking registers, giving out equipment and tidying the book corner. As they grow older pupils take on more responsibilities. They set up the hall for assemblies, help the infants at lunchtime and look after them in the playground. Pupils meet with the school cook and write out the lunchtime menu, posting it in the hall for all to see.
- 17 The behaviour of pupils is very good. Staff set high standards to which pupils respond well. Pupils move around the school sensibly and play fairly in the playground. There are no recorded incidents of bullying and pupils could not recall any such incidents. They are confident that should any occur, staff would deal with them swiftly and fairly. Pupils are very courteous and polite to each other and to adults, holding doors open, finding chairs for visitors and handing visitors hymnbooks during assembly. In discussions, pupils listen well and respect each other's opinions. They praise the good work of fellow pupils and comment sensitively and fairly when asked to evaluate other pupils' work in for example, English and art. After a Year 6 English lesson, one pupil went over to a fellow pupil and remarked how good her piece of writing was in comparison to his own.
- 18 The school cares very well for its pupils and works hard to ensure that they are well supported in their personal development. Their spiritual, moral and social development is very good.**
- 19 The school cares very well for all of its pupils. Relationships throughout the school are very good and teachers know their pupils well. Pupils are given good opportunities in class and assemblies to express their ideas and opinions. The very good support and guidance provided for all pupils contribute in great measure to their achievement and to the standards they achieve. This is because a learning environment is created in which teachers know individual pupils well and pupils are confident in approaching their teachers or other members of staff if they are worried, upset or need help with their work. The school has good daily routines and supervision at midday and playtimes is good. Parents value the very good care that the school takes of their children. Again this was a notable feature of the previous inspection, which has been maintained.
- 20 The school has effective procedures for ensuring pupils' safety and teachers show a good awareness of safety considerations during lessons. The school has effective child protection procedures that are known to all staff. Procedures for promoting good behaviour are also

effective. Teachers have clear and consistently high expectations of good behaviour and are skilled at maintaining a calm and orderly learning environment. Reward systems are used very effectively to motivate pupils to work hard and behave well. The school ethos, which is promoted through assemblies and personal and social education lessons for example, strongly encourages pupils to consider the feelings of others.

21 A particular strength is the school's provision for pupils' spiritual, moral and social development. In assemblies pupils are given time to reflect on the wonders of the world and the individuality and uniqueness of the animals and people in it. The words of hymns and prayers and the feelings and moods evoked by music are very effectively explored to enhance spiritual awareness. This is seen in the assembly based on the theme of 'Good News and Bad News,' when music is used to portray the Holy Spirit. Opportunities are taken in art, music and religious education to develop pupils' spirituality and their ability to empathise with people in different situations. Pupils' moral and social development is very good and pupils clearly know right from wrong. They are actively encouraged to think about how their behaviour affects others. All staff provide good role models. Many opportunities are provided for pupils to develop their social skills. They are given increasing responsibility as they progress through the school and willingly contribute to its day to day routines. Older pupils help look after younger pupils and show increasing maturity in the way they work together on a variety of curriculum projects. A variety of extra-curricular activities and a biennial residential visit all positively support pupils' social development.

**22 The good quality artwork displayed throughout the school positively enhances the school environment.**

23 The school environment is very good indeed. Both the building and the outside areas are well maintained and well cared for. The cleanliness of the school is particularly commendable. The Local Education Authority adviser has worked with the school on the use of display to create a good environment for learning. Throughout the interior of the school there are attractive displays that help to promote high standards of pupils' work. They encourage pupils to present their work carefully and to celebrate their successes. Of particular note is the quality of art display. The entrance to the school is very welcoming with the 'art gallery' providing a pleasing first view of the school. In the hall there is work of a high standard based on the work of Salvador Dali. There is also a variety of collage work inspired by the history topic of Vikings. Throughout the school there is high quality work visible. In Years 1 and 2 there are good quality observational drawings and in Years 3 and 4 there are good examples of the use of watercolour. Years 5 and 6 pupils have visited the Sculpture Park in Wakefield and have been inspired to produce their own sculptures, which are displayed around the school. Artists are invited into the school. For example there has been a spinning and weaving demonstration which pupils enjoyed. The school greatly values pupils' work and there are many pictures that have been framed for pupils and visitors to see. As a result of the good quality art and design work on display, the school has been asked to take part in the 'Creative Contexts for Learning 2001 County Arts Initiative.' This school has much to offer the other participating schools.

## **WHAT COULD BE IMPROVED**

**24 There are systems in place for checking and evaluating the quality of teaching and the curriculum. However, the headteacher knows that they need to be developed further in order to identify clearly the strengths and areas for improvement.**

- 25 At the present time there are satisfactory systems in place to check and evaluate teaching and the curriculum. The headteacher visits classrooms and works alongside colleagues and she views planning and pupils' work. Co-ordinators also, examine planning and pupils' work. The literacy co-ordinator has worked in classrooms with colleagues and has a secure knowledge of the implementation of the National Literacy Strategy. The numeracy co-ordinator has had very little opportunity to see other teachers in the school teaching numeracy and is less aware of strengths and weaknesses. As it is a small school there are many discussions between all staff about aspects that work well and areas for development. Assessment data has been analysed but it is only very recently that the school has realised the importance of the 'Autumn Package' as a tool for supporting headteachers and governors with the process of target setting and school improvement. Although checking and evaluating systems are satisfactory they are not stringent enough to effectively evaluate the impact of teaching on pupils' progress and to identify where teaching needs to be refined or where the curriculum needs to be adjusted. The staff receive positive feedback from the monitoring activities that occur, but the feedback is not sufficiently detailed to identify their strengths and key areas for improvement. The headteacher is aware of the need to develop a more formalised system for checking on teaching and the quality of the curriculum.
- 26 **The governing body is interested and enthusiastic and has been very successful in the fund raising aspects of school life. The majority of governors are new and consequently appropriate training has been arranged to assist them in their role of checking upon school effectiveness and pupil performance.**
- 27 The governors are a relatively inexperienced body with many of them having been appointed in the last year. Although there are a few who have long-term experience as governors at the school, the majority are only just learning about the extent of their role. For example, although some governors have seen the information regarding the attainment of pupils in relation to national averages and similar schools, others have not and are unfamiliar with the terms PICS (Pre-Inspection Context and School Indicator Report) and PANDA (Performance and Assessment report). However, they display much enthusiasm and are dedicated to the school. They have clear ideas about why their school is successful and are open to new ideas and suggestions. They have been instrumental in raising money for a variety of projects including the new entrance hall and the library area. They are also particularly active in raising funds for the quinquennial refurbishment of the building. The new Chair of Governors is very pro-active and comes into school at an agreed time once a week to discuss issues and developments. Since the previous inspection a new sub-committee structure has been introduced and all governors have a subject responsibility. Governors are aware that they have an important role in monitoring the effectiveness of the school. They have arranged for training to enable them to carry out their role within the forthcoming performance management framework and to become more efficient in checking on the way the school is performing.
- 28 **The school has worked hard to successfully improve provision for information and communication technology. They want to improve even further and have identified clear and appropriate priorities to enable them to do so.**
- 29 There has been good improvement in this subject since the previous inspection. The previous report identified that detailed guidance was needed to assist teachers in securing continuity in teaching and progression in pupils' learning throughout the school. This has been effectively addressed and from September the school will use the government produced scheme of work in order to address fully the requirements of Curriculum 2000. There is a good record of skills in place, which ensures that staff know what pupils are able to do and need to do next to

improve. Another improvement is seen in the increased subject knowledge of staff and there is further training available for them from September. All but one member of staff is at an intermediate level of competency. The co-ordinator is very competent and holds a 'drop-in' session every Tuesday to support staff with new programmes or areas of concern. Each class has designated information and communication technology (ICT) time and pupils receive a broad and balanced curriculum. ICT is an integral part of the learning experiences offered on the biennial residential visit. During this visit, staff and pupils work together on a variety of activities, which impacts positively on pupils' perception of ICT and on staff confidence and expertise. Standards of attainment by the age of 11 are in line with national expectations with a significant minority of pupils attaining above the level expected.

- 30 However, the co-ordinator knows that provision could be improved and has drawn up a good action plan. He is aware of the need to maintain and update the equipment and is considering rental and sponsorship options. Another good initiative is to allow the local community including parents, governors and the Church access to the school's 'on line' services in an attempt to raise money to maintain and improve the level of resourcing. Staff competence is also a continuing priority and targets have been set for improving expertise and motivation until the year 2002. Three out of the four classes and the office are currently Intraneted. In order to further raise attainment the reception class is to be connected in Autumn 2000. The co-ordinator is aware that improved provision will have a positive impact on standards of attainment in ICT throughout the school.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 31 There are no key issues for the school but in order to improve further the governors, headteacher and staff should:

### **Introduce a more rigorous form of monitoring by:**

- Providing the necessary training so that all with a monitoring responsibility are able to understand the extent of their role and provided with the skills to monitor and evaluate effectively;
- Putting into place systems and procedures to check on the quality of teaching that are understood by all staff and provides immediate feedback to them, clearly indicating strengths and targets for improvement;
- Ensuring that existing monitoring procedures have a clear set of criteria against which success can be measured.

*(paragraphs: 24-25)*

### **Extend the role of the Governing Body by:**

- Providing the necessary training so that governors are aware of the full extent of their role;
- Ensuring that all governors receive information regarding school performance data so that they are able to accurately monitor the school's effectiveness.

*(paragraphs: 26-27)*

**Continue with the planned developments for Information and Communication Technology provision.**

*(paragraphs: 28-30)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	33.3%	33.3%	33.3%	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	107
Number of full-time pupils eligible for free school meals	0	7

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	15

#### 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	1
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	93.6
National comparative data	94.1

#### Unauthorised absence

	%
School data	0.3
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	16	1	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	1	1	1
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 ( 100 )	94 ( 94 )	94 ( 100 )
	National	82 ( 81 )	83 ( 82 )	87 ( 86 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	1	1	1
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	94 ( 100 )	94 ( 100 )	94 ( 94 )
	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	6	12	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	12	11	12
	Total	18	17	18
Percentage of pupils at NC level 4 or above	School	100 ( 79 )	94 ( 36 )	100 ( 79 )
	National	70 ( 65 )	69 ( 59 )	78 ( 69 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	12	12	12
	Total	17	17	18
Percentage of pupils at NC level 4 or above	School	94 ( 71 )	94 ( 50 )	100 ( 79 )
	National	68 ( 66 )	69 ( 66 )	75 ( 72 )

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	88
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)	4.3
Number of pupils per qualified teacher	24.8
Average class size	26.7

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	82

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	166684
Total expenditure	167295
Expenditure per pupil	1564
Balance brought forward from previous year	3310
Balance carried forward to next year	2699

## ***Results of the survey of parents and carers***

**Questionnaire return rate : 38.3%**

Number of questionnaires sent out	107
Number of questionnaires returned	41

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	49	39	7	0	5
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	49	49	0	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	24	2	0	3
The school expects my child to work hard and achieve his or her best.	73	20	0	0	7
The school works closely with parents.	63	34	2	0	1
The school is well led and managed.	78	20	0	0	2
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	46	29	12	2	11