

INSPECTION REPORT

**ST. MARY'S C OF E CONTROLLED INFANT
SCHOOL**

Shackleford, Godalming

LEA area: Surrey

Unique reference number: 125149

Headteacher: Miss G. M. Boreham

Reporting inspector: Mr. C. A. Wonfor
17546

Dates of inspection: 7th February 2000

Inspection number: 193040
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 to 7
Gender of pupils:	Mixed
School address:	Shackleford Road Shackleford Godalming Surrey
Postcode:	GU8 6AE
Telephone number:	01483 414749
Fax number:	01483 414391
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Barnett
Date of previous inspection:	4 th – 7 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr. C. A. Wonfor	Registered inspector
Mrs. M. Malin	Lay inspector

The inspection contractor was:

Penta International

“Bradley”
15 Upper Avenue
Eastbourne
East Sussex
BN21 3XR

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's is a small two class infant school, which has 39 pupils on roll, including eight children who are under five and attend school full-time. This is much smaller than similar schools which have an average size nationally of 226. Pupils are taught in two mixed age classes, for Reception and the younger Year 1 pupils, and for older Year 1 and Year 2 pupils. Pupils are drawn from the town of Godalming and surrounding villages and come from a broad range of backgrounds. Children attend from the September of the academic year in which they are five. Spring and summer born children attend half-day for the first term before attending full-time. Most children have received pre-school education and children's levels of attainment on entry cover a broad ability range. The number of pupils eligible for free school meals is 2.56 per cent, which is below the National average. Just over five per cent of pupils speak English as an additional language, which is higher than in most schools. The percentage of pupils identified as having special educational needs is just over 15 per cent, and there are no pupils with a statement of special educational need. These comparisons are below national averages.

HOW GOOD THE SCHOOL IS

St. Mary's is a very good school with many high quality features. The quality of teaching is very good which creates a rich, stimulating learning environment where pupils of all abilities achieve academic standards that are well above the national average. The quality of the school's leadership and management is very good and the school uses its funding and resources extremely well providing very good value for money.

What the school does well

- Leadership and management are very good and instrumental in the school's continuing success;
- The quality of teaching throughout the school is very good and as a result pupils' learn with confidence and enjoyment;
- Pupils' attainment in English and mathematics is high at the age of seven, and is extremely well supported by a very effective curriculum;
- Opportunities to develop pupils' spiritual, moral, social and cultural development are very good which enhances their social skills and a strong moral code;
- The school's ethos is very good, pupils enjoy coming to school and are keen, enthusiastic and eager to learn.

What could be improved

- Increase the number and range of school trips, which are suitably linked to topics, to enrich the curriculum;
- Further improve communication with parents, so that they can become even more informed of the school's systems and procedures and the way it works;
- Formalise and further develop visits to the school by members of the governing body.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to make improvements since the last inspection in November 1996 and pupils' standards of attainment have improved over this time. Opportunities for the higher attaining pupils to be fully challenged in their work and achieve at a higher level have been very successful. Pupils now take a greater responsibility for their own learning and are more independent in the work they do. The school has addressed the issue of promoting greater awareness of the traditions and cultures of the wider community through its teaching, the range of additional learning resources it has purchased and visitors to the school. Finally, a formal appraisal system is now in place which fully supports staff training and development. The school is very well placed to continue to improve in the areas of teaching, learning and leadership and management.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	B	A*	A	A
writing	B	A*	A	B
mathematics	A	A*	A	B

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

Many of the children under five achieve beyond what is normally expected for their age in all areas of learning but they are especially successful in language and literacy, numeracy and physical development. At seven years of age, standards in reading, writing and mathematics are well above the national average when compared to all schools. When compared with similar schools, standards are still above average, despite the 1999 cohort of pupils including 16 out of 21 pupils who were summer born, and had spent less time in school. This cohort also included some pupils with special educational needs. The standard of work pupils were doing during the inspection confirmed these high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work, throughout the school, are very good. From an early age they are keen and enthusiastic to learn and this positive approach helps them to enjoy school and make good progress.
Behaviour, in and out of classrooms	Behaviour in class and around the school is very good. Pupils' behaviour at playtimes, even when it is wet and they are unable to get outside, is similar.
Personal development and relationships	Pupils' personal development is very good. Even by the age of seven when they leave school, pupils have matured and are sensitive to the needs of others. The quality of relationships throughout the school is very good.
Attendance	Pupils' attendance is good. Children enjoy school and their parents confirm this.

Pupils of all ages are very motivated to learn. They concentrate well, listen carefully to their teachers, support staff and other adults. Even the youngest children will sit quietly and are often enthralled by their teachers.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very Good	Very Good

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

The quality of teaching is very good and as a result pupils listen carefully and learn with enthusiasm. Overall, all lessons observed were at least good or better, and 50 per cent were very good. In Reception and Year 1, work is appropriately different to meet the needs of children under five and older pupils following the National Curriculum. Literacy and numeracy are particularly well taught, and pupils who require additional help such as those with special educational needs, English as an additional language, or the highest attainers are very well catered for by effective tasks that have been carefully chosen to match their needs. Strengths in teaching which contribute particularly well to pupils' learning are: teachers' knowledge of the subjects, especially literacy and numeracy; the planned use of resources; the brisk pace of lessons; the variety of activities within lessons to maintain pupils' interest, and the quality of support staff. Occasionally, pupils are allowed to become too noisy. This is due to their sheer enthusiasm and although rare, it can distract pupils' from learning and making progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. It has been carefully planned to ensure all subjects of the National Curriculum, including swimming, are adequately covered. Although school trips are currently limited, good use is made of the school's immediate locality and visitors to school enrich the curriculum.
Provision for pupils with special educational needs	Very good. Pupils make very good progress due to the planned tasks that clearly match their needs and the quality of support they receive.
Provision for pupils with English as an additional language	Good overall, although this is mostly due to the support given to pupils from teaching and support staff, as specialised support is very limited.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Spirituality is very well planned, there is a strong moral code and pupils' social skills are well developed. Pupils are developing a good understanding of the beliefs and traditions of other cultures including their own.
How well the school cares for its pupils	The school makes very good provision for pupils' health, safety and welfare, and for promoting their personal development and happiness throughout its work.

The school offers all pupils very good support enabling them to develop as independent learners as quickly as possible. The curriculum covers all subjects and is taught in an exciting and stimulating way that links different subjects together into topics that pupils can relate to through their interests and experiences, such as *hot and cold*. Very careful monitoring of pupils' progress highlights individual strengths and areas for development and very good personal support ensures pupils learn as effectively as they can. Above all, pupils enjoy being in school and learning and this makes a very positive contribution to their success.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very high quality leadership and together with her teachers provide very good management of the school. They are extremely well supported by efficient and effective support and office staff, who compliment the running of the school.
How well the governors fulfil their responsibilities	The governing body fulfils its duty to meet all statutory responsibilities. Governors are critical, knowledgeable and enthusiastic friends, who carefully monitor the work of the school.
The school's evaluation of its performance	The headteacher, staff and governing body undertake this responsibility very seriously. They thoroughly analyse all available data in an effort to improve pupils' standards. This is exemplary practice.
The strategic use of resources	The school uses its finances very efficiently to maintain and improve standards. All purchases are carefully linked to initiatives in the school development plan and are monitored to evaluate the effect on pupils' learning and standards.

The headteacher has a very clear vision of how to improve the school's standards even further and this is shared with all staff and the governing body. The meticulous analysis of pupils' work provides very secure information for future developments, such as, investigational science. The headteacher monitors and evaluates teaching and learning in great detail, providing helpful support to teachers in an effort to improve. She also tracks individual pupils, to ensure that what has been planned for them, as been taught in a way that they have understood and have made progress. As a small school, all staff know their pupils very well and they provide high quality individual support to ensure pupils are happy and able to learn with enthusiasm. The school's finances are extremely well managed and spending decisions are carefully linked to improving standards and providing the best value for money at all times.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are very happy with standards and the progress their children make; • The quality of teaching is good; • Children's positive attitudes to their work; • Children's behaviour is very good and they are very polite; • Very supportive and caring staff; • Children love coming to school. 	<ul style="list-style-type: none"> • Would like more school trips linked to topics; • Communication could be better, with advanced warning of training days and school events.

The inspectors would endorse parents' positive views of the school. It is a very welcoming school and parents play a full role in its life. Pupils do go out into the immediate locality around the school to further explore aspects of their work, such as science, although the use of school trips to places further afield is rare. The school has acknowledged the inconsistency in some aspects of communication with parents and is working closely with them to improve this.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are very good and instrumental in the school's continuing success.

1. The leadership shown by the headteacher is very good and is an extremely important part in the school's continued success. She is very well established and with her teachers, the governing body, support and office staff, the school functions in a harmonious and supportive way. Although the school is small, each member of staff has a clearly defined role, which they fully understand, including their accountability to the headteacher for their work. The headteacher in turn is answerable to a very effective and knowledgeable governing body, which fulfils its responsibilities extremely well. Governors are well established and offer the headteacher and staff very good support, whilst monitoring its work and setting challenging targets.

2. The headteacher and governing body have a very clear vision for the school's development. Since the last inspection they have considerably strengthened the identified weaknesses, such as challenging the highest attaining pupils, but have also maintained and in most cases improved what the school does best. For example, the quality of teaching, the curriculum offered to pupils, the exemplary standard of monitoring pupils' learning, and the analysis of all available data to improve pupils' standards even higher. Financial decisions are carefully considered. The best value for money is sought including learning resources that directly support pupils' learning. The governing body have been fully involved in the planned extension to its accommodation, whilst at the same time maintaining an appropriate contingency fund.

3. At the centre of all decisions is the overwhelming desire to improve the quality of education for its pupils. The school has worked very hard to create a functional system of analysing pupils' achievements. Each year the results of the national tests are carefully scrutinised to ensure that pupils are doing as well as expected and that no pupils are disadvantaged whether by gender, special educational needs or English as an additional language. In addition, the very detailed data supplied by the Local Education Authority and the school's own very good assessment procedures, all provide an accurate picture of how well St. Mary's pupils are achieving. For example, to improve pupils' literacy skills, both classes are divided into three year groups and the Year 2 pupils have focussed lessons to improve their extended writing skills. In an effort to improve pupils' science skills even further, the headteacher and link governor with responsibility for science, are working together to improve pupils' investigational skills. By the time pupils leave the school they have become confident independent learners who are keen and enthusiastic to learn more.

The quality of teaching throughout the school is very good and as a result pupils' learn with confidence and enjoyment.

4. The quality of teaching throughout the school is very good. In all eight lessons observed teaching was at least good and in fifty per cent the quality of teaching was very good. This is an impressive standard of teaching.

5. Teachers enjoy teaching and as a result they are confident and have a very secure knowledge of different subjects, particularly literacy and numeracy. Pupils respond very positively to this high standard of teaching and are enthusiastic, motivated and keen to learn. Teachers have established wonderful relationships with their pupils and deeply care for their well being, celebrating their success with them and with the rest of the class. Teachers have very good control of their pupils allowing them to explore and experiment with their learning, as independently as possible. For example, during an art lesson, pupils could choose which task they wanted to do and were responsible for ticking a sheet when their task had been completed. Occasionally, in less structured lessons, pupils' enthusiasm can increase noise levels which become too high and can disrupt the learning of some pupils. However, this is rare and teachers are able to quickly bring noise levels down by a quiet word or action.

6. A very good feature of lessons is the variety of activities that are planned to maintain pupils' interest and concentration. Lessons always start with a clear introduction and end with a discussion to reinforce new learning and provide an opportunity for pupils to ask questions. Careful consideration of resources and forward planning also contributes to successful teaching. For example, in a literacy lesson with the youngest children, the teacher had set them a task over the weekend, to bring into school as many objects from home as they could find with the *sh* sound. The children were engrossed in the lesson and many were able to distinguish whether the sound was an initial one as in *shark*, in the middle as in *mushroom*, or at the end as in *fish*. Some even recognised a double sound, as a torch in the shape of a shark, was a *shining shark*. Classroom support is very effective and is used extremely well to support all pupils, but particularly those with special educational needs or English as an additional language.

Pupils' attainment in English and mathematics is high at the age of seven, and is extremely well supported by a very effective curriculum.

7. The school has carefully developed the teaching of literacy and numeracy through the National Projects, and as a result pupils' standards are high by the age of seven. A strong emphasis is given to literacy and numeracy within the timetable and every opportunity is taken, during other lessons and events, to reinforce pupils' skills. For example, in assembly pupils were encouraged to mentally add up the scores as the house points were read out and compare them to see which team had won. For the first time ever the scores were identical and a draw was declared.

8. A criticism of the previous report was the lack of challenge for the highest attaining pupils. This has been dramatically improved with high numbers of pupils now attaining levels in reading, writing and mathematics that are well above the national average. Indeed for writing, pupils' attainment in 1999 was very high in comparison with the national average at level three and above. This is a significant improvement on the previous inspection.

9. Curriculum planning is very well established and ensures that pupils build upon their developing skills as they move through the school. Careful consideration is given to the Desirable Learning Outcomes for children under five and this is suitably extended into National Curriculum planning for Year 1 pupils. Very detailed school policy documents and schemes of work offer teachers guidance to ensure they plan work that is sufficiently challenging for all pupils. The school has devised a very effective topic approach that covers all nine terms of Key Stage 1. This ensures that those pupils who are at school for the full three years, do not repeat the same work again. Some excellent topic work was observed during the inspection. For example, pupils studying the topic *hot and cold* have made a detailed study of Scott's journey to the Antarctic, contrasted this environment with that of Gambia and India, researched the different types of Penguins and made their own clay models. In addition, some excellent science investigations have been undertaken to evaluate

the effects of hot and cold on materials and the properties of insulation and change.

10. Despite limited facilities for physical education in the school hall, a full programme is taught including swimming. All pupils have the opportunity to learn to swim and attend weekly lessons at a local swimming pool. By the age of seven many pupils are able to swim unaided, competently and safely for a distance of at least 25 metres, and some even further. This National Curriculum requirement is not usually expected until the age of eleven and is a significant achievement by the school.

Opportunities to develop pupils' spiritual, moral, social and cultural development are very good which enhances their social skills and a strong moral code.

11. The school has a detailed spiritual, moral, social and cultural development policy which is effectively used by staff to carefully plan experiences for pupils into many aspects of school life. Each teacher is acutely aware of exploring any activity that may arise and to allow pupils to marvel at the wonders of the natural world. This is very clearly illustrated during lambing time, when pupils have the opportunity to visit the farm opposite the school, and celebrate the miracle of birth. During assemblies pupils are able to reflect upon their own good work and that of others and consider those less fortunate.

12. Parents are very pleased with the strong moral code that is stressed at the school. This comes from all staff who are very good role models and who provide opportunities for pupils to consider right from wrong and the effect of their actions on others. Assemblies provide opportunities for the headteacher to reinforce and celebrate good work and to tell pupils stories that have a strong moral message. One such story about Pedro's birthday and his Grandfather's kindness was very moving. All pupils listened intently and were very keen to answer questions that were both thoughtful and detailed. Pupils throughout the school care for each other very well, older pupils refer to the youngest children as the *little 'uns*, and ensure they are appropriately looked after during break times and around the school. Socially pupils mix very well together and their behaviour is very good. Pupils are extremely polite and courteous to staff, visitors and each other, which again is implicit in the life of the school and reinforced by staff. Pupils are given additional responsibilities around the school and in their classrooms, such as taking registers back to the office or setting out chairs for assemblies, which they thoroughly enjoy.

13. Opportunities for pupils' cultural development were criticised in the last report for a lack of curricular opportunities and resources to help the school foster the values of tolerance and respect of other faiths, beliefs and cultures. This has improved significantly and the school has carefully purchased a range of good quality resources to reflect different cultures whilst still celebrating their own. Throughout the curriculum, pupils are able to compare and contrast the influence of different cultures on religion, art, literature and dance. For example, in physical education, pupils have worked with an Indian dancer who visited the school to teach them not only the dances but the stories and traditions behind these. In addition, the school runs an extra-curricular French club which is well attended by pupils of all ages.

The school's ethos is very good, pupils enjoy coming to school and are keen, enthusiastic and eager to learn.

14. Pupils and staff at St. Mary's school work very well together and the quality of relationships is extremely good. Teachers are very enthusiastic who strive to improve pupils' standards of attainment and enjoy seeing their pupils grow in confidence and self-esteem as they learn and mature. Pupils of all ages are very enthusiastic about school. Parents confirm their children love coming to school, enjoy their lessons, behave very well, make friends and get on well with one another.

15. All staff highly value the contribution pupils make to the life of the school. This can be seen in assemblies when pupils' work is shared and celebrated with everyone, during lessons, when pupils eagerly put up their hands to answer questions and on their faces when they receive recognition for their hard work. It can also be clearly seen throughout the school, where staff carefully and skilfully display pupils' work, to create a rich and stimulating learning environment. Staff treat pupils with respect and this is reciprocated by pupils who readily accept the challenges staff provide for them. Staff greatly care for the welfare of their pupils, they support, encourage, help and correct them without belittling them, and enjoy their successes, however small they may be.

WHAT COULD BE IMPROVED

Increase the number and range of school trips, which are suitably linked to topics, to enrich the curriculum.

16. Parents at their meeting with the registered inspector and through their questionnaires indicated that they were unhappy with the lack of school trips. Some indicated that there had not been a school trip for two years. Whilst the school does make good use of its immediate locality to enhance subjects such as science, through the observation of wild life in the school pond, or the changing seasons, and regularly visits St. Mary's church, visits to other places of educational interest are infrequent. On investigation, the planned school trip for the previous year had been cancelled due to circumstances beyond the school's control, but a replacement journey had not been found. This indeed gave the impression that the school had not been on a trip for two years. There is a planned school trip in March this year to a zoo.

17. There is provision for pupils to visit places of interest but these tend to take place only once a year. Considering that many pupils will only spend, at most, three years in school, these visits are too infrequent. A school trip linked to each termly topic would enrich pupils' learning and give them an opportunity to explore the wider community. Visits to museums, art galleries, places of worship and theatres would enhance pupils' experiences and provide them with a wider range of learning resources than can be found within the school environment.

Further improve communication with parents, so that they can become even more informed of the school's systems and procedures and the way it works.

18. Some parents indicated at their meeting, that they do not receive sufficient advanced warning about events that are to take place during the school year, for example, staff training days, Christmas concert and sports day. Parents did stress that the quality of their meetings with staff to discuss their children's progress and the many informal opportunities to chat to staff are very good. Their previous suggestions concerning communication had been acted upon by the school and was better, although they still believe the system can be improved.

19. The school sends out weekly newsletters to inform parents of events that are taking place, and these are appreciated. However, these newsletters are not always very detailed and do not provide longer term information on important school events. The school sometimes finds it difficult to inform parents of staff training days well in advance due to the flexibility required in a small school to make staff training viable in response to national initiatives such as literacy and numeracy training. However, dates for events such as the Christmas concert and sports day could be communicated much earlier.

20. Some parents also felt there was not enough information available to them when their

first child started school and they were unsure what was expected of them as parents. The headteacher does invite interested parents of new children to meet with her, prior to them starting school, to discuss induction arrangements and school procedures. However, there is not a booklet for new parents, other than the school prospectus, for them to consult.

21. The headteacher has already started to consult with parents on ways of improving communication. For example, through the school's very effective Parent Teacher Association and a small questionnaire has also been sent out to parents. Some parents have also volunteered to help produce a booklet for new parents, which is also being considered.

Formalise and further develop visits to the school by members of the governing body.

22. Members of the governing body make frequent visits to the school to observe pupils working in classrooms and around the school, they also attend assemblies and special events. Governors are knowledgeable and enthusiastic supporters of the headteacher, staff and pupils. They are critical friends to the school and carefully monitor the school's progress towards agreed targets, standards of attainment and manage the budget very efficiently with careful consideration for value added and value for money. Certain governors have specific responsibilities for subjects of the curriculum and other aspects such as special educational needs and health and safety.

23. Currently, when governors visit the school they attend with an open agenda, going into classrooms to look at the work taking place and report back verbally, to the full governing body, on their findings. A governor has recently produced a useful proforma, which is now being completed following a visit to the school. This will provide a brief written account of the visit, although the focus of a governor's visit still remains quite informal. The governor with responsibility for science has recently made two visits to school, to assess the quality of the science curriculum and to support the headteacher in its development, as it is an initiative in the school development plan. The quality of her report is very detailed and informative and provides all governors with a very good account of her visit to the school and her observations. In order to improve the already high quality of support the governing body give to the school, a more formalised approach to school visits should be established to focus governors' visits on the current initiatives in the school's development plan. This would also formalise how governors report back to the full governing body, and ensure their visits and reports are appropriately recorded in the minutes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. In order to maintain its strengths and develop the areas for improvement identified in the inspection, the headteacher, school staff and governing body should:

- (1) Plan, wherever possible, appropriate school trips that are linked to current topics, to enhance the learning opportunities for pupils outside the school environment.
(Paragraphs: 16, 17)
- (2) Further evaluate the different ways of communicating with parents, so that they may better understand the school's systems for keeping in regular contact and producing helpful documents for parents.
(Paragraphs: 18, 21)
- (3) Formalise visits to the school by members of the governing body to focus on current initiatives in the school development plan.
(Paragraphs: 22, 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4	4				

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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	5	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	5	5	5
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	5	5	5
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	95	95	95
	National	82	86	87

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	1
White	38
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)	3
Number of pupils per qualified teacher	13
Average class size	19.5

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	18

Financial information

Financial year	1998/1999
	£
Total income	136 661
Total expenditure	135 239
Expenditure per pupil	2 940
Balance brought forward from previous year	22 803
Balance carried forward to next year	24 225

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	39
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	40	60	0	0	0
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	48	48	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	48	52	0	0	0
The school works closely with parents.	44	52	4	0	0
The school is well led and managed.	32	56	8	0	4
The school is helping my child become mature and responsible.	36	60	0	0	4
The school provides an interesting range of activities outside lessons.	24	40	28	4	4