

## INSPECTION REPORT

### **GAYTON C of E PRIMARY SCHOOL**

Gayton

LEA area: Northampton

Unique reference number: 121971

Headteacher: Mrs J. Wyhiwskyj

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 26 – 27 November 2001

Inspection number: 195263

Short 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 controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Bugbrooke Road Gayton Northampton
Postcode:	NN7 3EU
Telephone number:	01604 858749
Fax number:	01604 858749
Appropriate authority:	The governing body
Name of chair of governors:	Father P. Broadbent
Date of previous inspection:	16 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
11328	M. R. Shepherd	Registered inspector
9986	W. Twiss	Lay inspector

The inspection contractor was:

TWA Inspections Ltd  
5 Lakeside  
Werrington  
Peterborough  
Cams  
PE4 6QZ

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

### **INFORMATION ABOUT THE SCHOOL**

Gayton C of E Primary School has 46 pupils, which is much smaller than the national average. Pupils come from the village of Gayton, surrounding villages and the edge of the town of Northampton. Pupils are organised in two classes, with Reception, Year 1 and Year 2 pupils in one class and pupils from Years 3 to 6 in the other. More able pupils from Year 2 work in the older class and less able pupils from Year 3 work in the younger class. Both class teachers have job-share arrangements, with the headteacher working with the younger pupils for four-fifths of the week and the teacher of older pupils also teaching for four-fifths of the week. At present there are 27 boys and only 19 girls in the school. However, the balance changes each year: the 2000 Year 6 pupils who have now left the school were all girls. Twenty-two per cent of pupils are on the register of special educational needs, which is about the national average. There are no pupils with full statements, which is below the national average. There are no pupils from ethnic minorities, which is below the national average. Attainment on entry is broadly average.

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

This is a very good school. Pupils make excellent progress through the school. Personal development is very good with pupils developing a very caring attitude towards each other. Teaching has excellent features, with high quality contributions from specialist teachers and classroom assistants. The leadership and management of the headteacher are excellent. Value for money is good.

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

- Attainment of Year 6 pupils is very high in English, mathematics and science and above expectations in information and communication technology.
- Pupils with special educational needs make excellent progress.
- Pupils have very high standards of behaviour, very positive attitudes to work and high quality relationships.
- Teaching is very good and is based on a very good understanding of every pupil's individual needs.
- Leadership and management are excellent.
- The curriculum is very carefully structured to meet and enrich the needs of every pupil and to provide stimulating and relevant activities.
- Provision for spiritual development is excellent and provision for moral, social and cultural development is very good.
- The school makes the very best use of its small size to create a family context for learning and to cultivate strong partnerships with parents and the local community.

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

- The school's work is of such a high quality that there are no improvement issues.

*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 June 1997. There has been very good improvement since then, which has built very effectively on the good inspection four years ago. The key issues from the previous inspection have been addressed and school development planning systems are now considerably better. The progress of Reception children and pupils with special educational needs has increased. Standards have risen significantly in English, mathematics, science and information and communication technology. Attitudes and behaviour are considerably better. The quality of teaching is better and now includes excellent features. Leadership and management are more effective. Provision for spiritual development is of a much higher quality; provision for moral, social and cultural development is richer. There is a much wider range of high quality extra-curricular activities.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A*
Mathematics	A*	A	A*	A*
Science	A*	B	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The inspection confirms the results of the national tests. Standards of Year 6 pupils are very high in English, mathematics and science. The very high attainment in all three subjects places standards in the highest 5 per cent of national results. The school sets itself demanding targets and then meets them. The increase in standards over the last four years is above the national trend. The attainment of Year 6 pupils is above expectations in information and communication technology.

National tests show that the attainment of Year 2 pupils is well above average in reading, average in writing and very high in mathematics. Two-fifths of the pupils taking these tests have special educational needs and a small proportion of pupils had only joined the school midway through the year. The inspection judges attainment as well above average in reading, writing, mathematics and science.

Children in the Reception class make excellent progress. Pupils with special educational needs make excellent progress in Years 1 and 2. More able pupils reach their potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards their work. They expect to settle quickly to their tasks and to complete work neatly. They are keen to discuss their learning across the curriculum.
Behaviour, in and out of classrooms	Behaviour is excellent in lessons. Pupils behave courteously to each other and respectfully to adults. Behaviour around the school and at lunch times is equally good.
Personal development and relationships	Personal development is very good. Older pupils thoroughly enjoy looking after younger children through the buddy system <sup>1</sup> , which they do with sensitivity. Relationships are very good, with pupils caring for each other within a family context. Pupils appreciate the level of trust they are given and initiate tasks confidently.
Attendance	Attendance is well above average and pupils arrive at the school punctually.

Pupils behave in a mature way. They have a very good understanding of the importance of living and working within a community, both in the school and in the village.

<sup>1</sup> The school runs a 'buddy system' where each Year 6 pupil pairs with a reception child and supports them in a range of practical tasks on a daily basis throughout the year.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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.*

Teachers organise lessons extremely well to make sure that pupils from each age group work at a level that challenges their thinking. Teachers' questioning skills are excellent; they systematically target pupils in whole class discussion and target each age group systematically, which maintains high levels of concentration. Teachers have very high expectations and pupils respond very well, putting considerable effort into completing tasks to a high standard. Pupils with special educational needs sustain their interest extremely well because teachers structure their work very carefully. The partnership between job-share teachers is very good, with high levels of communication and a careful allocation of subjects to use individual expertise to the full. Teachers' subject knowledge is very good in English, mathematics and science. Classroom assistants play a valuable role in working with particular age groups to focus on their needs.

The quality of teaching of English is excellent; teaching of mathematics is very good. Every opportunity is taken to extend literacy skills across the curriculum, and the teaching of numeracy is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The annual planning is very good and ensures that pupils do not cover the same content more than once. Termly planning is very thorough and provides focused activities for the different age groups. Visits within the local community and further afield are used very effectively to stimulate pupils' interest and provide a real life context for learning.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is excellent in Reception and Years 1 and 2. Pupils are identified very quickly and parents are closely involved in supporting learning at home. Meticulous records are kept of individual progress. Teachers work very hard to ensure that these pupils are included in all aspects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is excellent. Assemblies are of high quality and ensure there is good quality time for reflection and for liturgical responses. Provision for moral development is very good with teachers setting clear moral standards. The school organises a wide range of opportunities for pupils to extend their social skills. Teachers ensure regular experiences for pupils to extend their understanding of both their own and other cultures. The school places a high value on multi-cultural development because the pupils have little first-hand knowledge of other cultures and faiths.
How well the school cares for its pupils	The school provides high standards of care. The headteacher has an excellent understanding of individual circumstances of pupils. Procedures for child protection are securely in place.
Partnership with parents	The school works very closely in partnership with parents and provides high quality information. The quality of the annual reports of pupils' progress is very high. Parents play a valuable role in supporting reading both in school time and at home.

Teachers plan lessons carefully to ensure there are opportunities for awe and wonder. The school uses its community links very effectively to enrich the curriculum. Learning is regularly based on first hand experiences. Midday supervisors have very good relationships with pupils and meet their needs very effectively.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. She is very good at combining the workload of a class teacher and the responsibilities of a headteacher. She has very high expectations of all aspects of the school's work.
How well the governors fulfil their responsibilities	The governors have a high level of commitment to the school. They have a very good understanding of its strengths and weaknesses. They combine a long-term view of developments with carrying out a range of tasks to improve the daily work of the school.
The school's evaluation of its performance	The school evaluates its work very thoroughly. It uses the benefits of informal communication in its small community with formal structures to analyse its performance systematically.
The strategic use of resources	The school uses its resources imaginatively, making best use of funding to provide a very carefully balanced curriculum for every pupil. Personnel are deployed carefully. Resources are used very effectively to support the wide range of attainment in each class.

Accommodation is diverse. The main building provides a good quality context for Years 1 and 2 pupils. There is no access to outdoor play for Reception children during lessons. Pupils spend four years in the temporary mobile classroom. Teachers have to use the village hall for indoor physical education, which wastes time and sometimes causes interruptions by community organisation. Pupils have to move between buildings in all weather conditions, for assemblies, physical education and in order to use the toilets. The caretaker keeps the school buildings meticulously clean. The headteacher works extremely hard and has very high expectations for the work of the whole school. The secretary is very efficient. The school applies the principle of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-two per cent of parents returned the questionnaire and 14 parents attended the parents' evening.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• The school has high expectations.</li> <li>• There is a good range of activities outside lessons.</li> <li>• The school is well led and managed.</li> <li>• Their children become mature and responsible.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of the accommodation.</li> </ul>

Inspectors agree with the positive comments of parents. Teaching is judged to be very good with excellent features. There are very high expectations of every pupil. The school works hard to provide a wide range of activities outside of lessons. The leadership of the headteacher is excellent. Pupils become mature and responsible individuals because of the very effective school systems for developing these qualities. Pupils' attitudes toward school are very positive. Inspectors agree that the accommodation requires improvement.

## **PART B: COMMENTARY**

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

#### **Attainment of Year 6 pupils is very high in English, mathematics and science and above expectations in information and communication technology**

1. Pupils attain very high standards in English, mathematics and science because teachers have a very good understanding of each pupil's rate of progress. Teachers plan new tasks which are based very carefully on previous learning. This ensures that pupils are systematically challenged and that they acquire knowledge and skills with confidence.
2. Children in Reception have an excellent start in English, through very carefully structured programmes for learning basic skills. Children make excellent progress in their recognition of sounds, letters and words and learn from the very beginning how to write letters correctly. They also develop a love of literature because of the high quality use of texts in the literacy lessons. For example, children developed a deep level of empathy for Wilbur the cat when a witch changed the colour of his coat. The excellent start is extended in Years 1 and 2. The same excellent teaching ensures that each individual builds confidence in using basic skills and develops their own responses to texts. This ensures that a high proportion of pupils reach Level 3 by the end of Year 2 in reading and writing.
3. The excellent foundation in English built in the first class is sustained in the older class. The teacher uses the same successful combination of teaching basic skills and extending individual responses to literature. Texts are chosen very carefully to match the needs of the different age groups. For example, in a literacy lesson based on using dialogue more effectively, four different texts were used to ensure the content and level of difficulty challenged the needs of pupils from Year 3 through to Year 6. Pupils take it for granted that they will produce individual responses to tasks set. Year 6 pupils are equally confident in using dialogue at a sophisticated level in fantasy adventures, accounts of their holidays, conversations in the playground or taking part in village auditions.
4. The same pattern of development is evident in mathematics and science. Children in Reception are systematically introduced to numbers below 10. They build their confidence in using and applying these numbers through the use of interesting tasks. For example, they selected eight teddies from a pile, then found eight sweets for the teddies to eat and finally placed them in eight houses to check whether they had picked up the correct number. Work in Years 1 and 2 is planned in great detail to extend individual's learning. This is done so successfully that in the national tests in 2001 every pupil reached at least Level 2 and two-thirds reached Level 3. By the end of Year 6 in the national tests the same pattern emerged, with all pupils reaching at least Level 4 and two thirds attaining Level 5.
5. In science, the curriculum is organised very carefully to ensure that skills are developed systematically, using different topics each year to avoid duplication. This sustains pupils' interest whilst building carefully on the learning of the previous year. Pupils develop a high level of skill in investigating because they are given choices from the Reception class for carrying out experiments. For example, children had to decide on the order of brightness of four different lights from a table light, a disco light, a dim torch and a candle. The different aspects of science are taught in blocks of time, which sustains pupils' understanding well. This term pupils have been working on physical processes, but they have retained their knowledge of materials and living processes very well because they were covered so thoroughly last year.

6. Standards in information and communication technology are above average because the school has worked hard to provide enough computers for pupils to develop expertise regularly. The classroom assistant who works with each year group in the computer suite has excellent subject knowledge and combines this with careful explanations and very interesting tasks. The after-school club also contributes very effectively to extending pupils' skills. In addition, computers are used well in classrooms to supplement work across other subjects and to extend pupils' mathematical skills through the use of individual programs.

### **Pupils with special educational needs make excellent progress**

7. Pupils with special educational needs make excellent progress because of the outstanding work of the headteacher. She has an extremely detailed understanding of each pupil's needs. She combines this with a sensitive approach, which builds up their self-confidence and increases their rate of learning. Pupils appreciate her teaching and try their very best to complete their tasks. Pupils with special educational needs are identified when they first come into school. Parents are informed immediately and the headteacher works very closely with them to devise individual programmes to support their particular needs. Pupils are fully included in all the activities of the rest of the class. Meticulous records of their progress are kept and additional adult support in lessons is used very effectively to support each pupil and increase their self-esteem. Pupils are organised flexibly to work with the year group that matches their stage of learning. The very high quality provision in Class 1 ensures that these pupils make excellent progress. Pupils with very low attainment on entry to Reception are compensated by these rigorous systems of support. By Year 2, progress has been so good that these pupils reach average levels of attainment. The attainment achieved by pupils with special educational needs by the end of Year 2 is consolidated in Class 2, with pupils attaining Level 4 by the end of Year 6.

### **Pupils have very high standards of behaviour, very positive attitudes to work and high quality relationships**

8. The whole school community expects pupils to behave responsibly and they respond very well to these expectations. They listen carefully to teachers and each other in lessons. They are courteous towards fellow pupils and adults, offering to take their turn in discussions and celebrating each other's successes often through spontaneous applause. Pupils are very interested in their work because teachers offer such stimulating tasks, which are regularly based on the local community. For example, pupils in Class 2 identified areas in the village which could be improved and then redesigned them to make them more attractive for the community. Behaviour around the school is excellent. Older pupils are very caring and sensitive, particularly when they look after the younger pupils in the buddy system. However, this system is reflected across all the year groups, with pupils playing together in harmony. Older pupils accept responsibility with a will and show high levels of maturity. For example, they help to run the snack shop and devise and organise events for charities. There is a high emphasis on valuing every individual pupil. Adults provide high quality role models of relationships both with each other and with pupils. Pupils emulate these models and show high levels of respect and concern for each other.

### **Teaching is very good and is based on a very good understanding of every pupil's individual needs**

9. Teaching is very good with excellent features. Teachers have an excellent understanding of their pupils' individual learning across each subject because they work with the same pupils over several years. This ensures that progress does not slow down between year groups and develops a high level of trust between teachers and pupils. The headteacher

provides detailed information to the Class 2 teachers to ensure that the transfer between classes is carried out smoothly.

10. Teachers plan very carefully to ensure that each year group has tasks that match their needs. The same theme is used in lessons, but tasks are set at different levels. For example, in a literacy lesson the Reception children learnt the letter 'b', Year 1 pupils learnt the letter blends 'bl' and the Year 2 pupils learnt about compound words beginning with 'black'. This produces sustained concentration across lessons because the learning has relevance for everyone. Classroom assistants work very effectively to support groups to carry out their tasks. Whole class discussion is used skilfully. Teachers combine whole class questioning with questions for each year group in turn. Teachers ensure that individuals are targeted with at least one question in each lesson. A fast pace is set to lessons, with several contrasting activities used to sustain pupils' interest. For example, in a religious education lesson, pupils watched a video about the christening ceremony and learnt about the function of a font from one brought from a local church. They then discussed each other's christening memorabilia that they had brought in from home and produced a piece of writing including the main features of the christening ceremony.
11. Teachers have very high expectations of each pupil and the quality of work they produce. They challenge more able pupils and support less able pupils. Each pupil is expected to do their best and pupils rise to these expectations. They work very hard and are proud of the care they have taken in producing neatly presented writing.
12. The job-share arrangements in both classes work very effectively. Teachers plan very carefully together to ensure that their work complements each other. The partnership is particularly effective in Class 1 where the similarity of their teaching style provides a very secure foundation for the pupils.

### **Leadership and management are very good**

13. The leadership of the headteacher is excellent. She works extremely hard both as a class teacher and in leading and managing the school. She sets very high standards in her own teaching, preparing lessons extremely carefully to provide stimulating experiences that match the pupils' needs. She keeps scrupulous records of pupils' reading development, which she uses carefully to provide individual materials for pupils. For example, every pupil has her or his own words to learn to read on sight, which they take home every night. The headteacher produces detailed high quality development plans for the school, which provide a key focus for improvement for the whole school community.
14. Governors are very effective. They have a high level of commitment to the school and are willing to spend their time in carrying out both official duties and in using their expertise in the daily life of the school. For example, the vice-chair plays a valuable role in hearing pupils read. Governors have a very good understanding of the school's strengths and weaknesses because the headteacher keeps them very well informed. They take a long-term view of the school's work and are concerned with developing both the academic and social development of the pupils. They consider their financial circumstances carefully and match them to the school's aims of providing quality experiences in all aspects of school life that allow all pupils to succeed.

**The curriculum is very carefully structured to meet and enrich the needs of every pupil and to provide stimulating and relevant activities**

15. The school considers very carefully the implications of having up to four different year groups in one class. They ensure that there is a four-year programme of work to prevent repetition of knowledge. Within the content chosen each term, teachers ensure that the different year groups have activities that match their needs and maturity. For example, in food technology in the autumn term, pupils make marzipan fruits in Year 3, Christmas biscuits in Year 4, mince pies in Year 5 and Christmas cakes in Year 6. Teachers base much of their work around visits out of school. For example, in Class 2 pupils learn about reservoirs in geography, geology in science, well dressings in history and cable cars in technology, all from the residential visit to Derbyshire. In Class 1 the curriculum for the Reception children is carefully dovetailed into the curriculum for Years 1 and 2. The classroom assistant is used very effectively to support a year group that is not being taught by the teacher. Teachers provide a stimulating range of experiences that ensure pupils' learning is based on their individual responses. For example, in Class 1, children extended their understanding of the colour black through the use of black soil in the sand tray and black colouring in the water tray.
16. The organisation of more able pupils working with older pupils and less able pupils working with younger pupils is very effective. It ensures that all pupils have equal access to a curriculum that meets their needs.
17. The expertise of the two main teachers is supplemented very effectively through the careful appointment of additional staff. The specialists in information and communication technology, music, physical education and French all provide diversity across the curriculum. The school provides a very good range of extra-curricular activities through the wide range of expertise available, with valuable support from parents, particularly in art and design.

**Provision for spiritual development is excellent and provision for moral, social and cultural development is very good**

18. Teachers plan extremely carefully to provide high quality opportunities for this development. Assemblies contain clear moral messages and an excellent structure for spiritual development. Pupils gain a very good understanding of liturgy through regular opportunities to say the school creed and to make responses before prayers and Bible readings. Lessons include carefully organised experiences to provide awe and wonder. For example, pupils gasped when the headteacher used different coloured puppets in literacy and were amazed when a teacher produced an old sea chest and drew out different objects from inside its depths.
19. There are very effective opportunities to extend pupils' social development. Within school this includes the 'buddy system' operating each day and the organisation of pupils in groups and pairs to work together in lessons. Pupils also extend their social skills within the village community through visits. For example, at Christmas, pupils sing in the local old peoples' home. Teachers also use visits very effectively to provide regular opportunities for cultural development. For example, Class 2 visited three different places of worship in order to understand their own church better. The school places a high value on multi-cultural development because the pupils have little first-hand knowledge of other cultures and faiths. This development is promoted very well through the curriculum, assemblies and visitors into the school. For example, a villager's links with a school in Kenya was used very effectively through pupils fundraising for the African school. Then a teacher from the Kenyan school came to talk to the pupils in Gayton.

## **The school makes the very best use of its small size to create a family context for learning and to cultivate strong partnerships with parents and the local community**

20. The headteacher has a very good understanding of the individual needs of every pupil. She builds this knowledge through her teaching and rigorous assessment systems in Class 1 and then tracks their progress in Class 2. She works very hard to keep parents fully informed about the work of the school and welcomes them into school to share their expertise with pupils. Parents play a valuable role in supporting reading development both in lessons and at home. The headteacher and governors value the contributions made by all the adults within the school community. These adults have a high level of commitment to improving the work of the school, which produces a caring family context for each pupil to learn and reach their full potential.

## **WHAT COULD BE IMPROVED**

### **The quality of accommodation**

21. The main school building does not allow Reception children to have opportunities to use outdoor play equipment during lessons. The school has compensated for this deficiency by providing high quality climbing apparatus and wheeled vehicles for Reception children to use during playtimes. However, children's opportunities to choose this aspect of the curriculum are restricted. They are unable to develop fully their personal skills of choosing this activity during lessons and their physical development does not reach its full potential. The headteacher and governors have identified this deficiency and have commissioned plans and begun raising funds to improve this aspect of the accommodation.
22. The temporary mobile classroom for Class 2 has long-term implications for these pupils who spend four years in this accommodation. For four years, pupils are required to brave the elements when they go to the toilet or when they move across to the main building for other activities. Parents are concerned about this deficiency. When group work is being carried out the vestibule is used in order to save time in moving across to the main building. However, this accommodation is not conducive to working because the space is restricted and the coats get in the way. The headteacher and governors are pursuing ways of updating this accommodation.
23. There is not enough space for physical education in the school accommodation and the school uses the village hall for this subject. This wastes time in moving between buildings and is inconvenient when wet weather adds extra organisation to the lesson in order to accommodate wet clothes and shoes.

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

24. There are no improvement issues.

In order to further improve the high quality provision the governors, headteacher and staff should address the following minor weaknesses:-

- (1) improve the quality of the accommodation by:-
- implementing the plans to provide outdoor play provision for Reception children during lessons;
  - search for ways of improving the temporary accommodation for pupils in Years 3 to 6 and the inconvenience of using the village hall for physical education.

Paragraphs 21 and 22

## 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	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	6	0	0	0	0	0
Percentage	25	75	0	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 12 percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	46
Number of full-time pupils known to be eligible for free school meals	0
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	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	4

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	3	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	* <sup>2</sup>	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	67 (100)	67 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	67 (100)	83 (100)	83 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	0	6	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	100 (80)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

<sup>2</sup> Fewer than 10 pupils took the national tests and therefore their results are not published.

### **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	46
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)	2.2
Number of pupils per qualified teacher	19.6
Average class size	22.5

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

Total number of education support staff	4
Total aggregate hours worked per week	56

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
	£
Total income	145,446
Total expenditure	138,736
Expenditure per pupil	3,304
Balance brought forward from previous year	6,700

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

## Results of the survey of parents and carers

Questionnaire return rate 62%

Number of questionnaires sent out

45

Number of questionnaires returned

28

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	54	42	0	0	4
My child gets the right amount of work to do at home.	46	50	4	0	0
The teaching is good.	96	4	0	0	0
I am kept well informed about how my child is getting on.	71	21	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	75	21	4	0	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	64	36	0	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	89	11	0	0	0

### Other issues raised by parents

Several parents included additional comments praising the quality of the school and the individual attention their children receive.

Parents were concerned about the quality of the accommodation for the older pupils.