

INSPECTION REPORT

GARTON ON THE WOLDS CE (VC) PRIMARY SCHOOL

Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117977

Headteacher: Mrs Catriona Williamson

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 4 - 5 March 2002

Inspection number: 197535

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:	3 to 11
Gender of pupils:	Mixed
School address:	Station Road Garton on the Wolds Driffield East Riding of Yorkshire
Postcode:	YO25 3EX
Telephone number:	01377 253110
Fax number:	01377 253110
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Noble
Date of previous inspection:	23/09/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
14906	B Male	Registered inspector
19419	S Boyle	Lay inspector

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This very small rural primary school takes pupils from three to 11 years old, and is maintained by the East Riding Education Authority. At the time of the inspection there were 43 full-time pupils in two classes. A further 14 pupils attend the 'peripatetic' nursery on a part-time basis for three sessions a week. Most pupils start school with standards of attainment already above those usually found. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is also below the national average. There are no pupils from ethnic minorities, or for whom English is an additional language. These proportions are much lower than in most schools. The number of pupils joining and leaving the school each year is much higher than usual.

HOW GOOD THE SCHOOL IS

This is a very popular school with many very strong features. Pupils make good progress across the school, and standards of attainment are generally well above the national average by the end of Key Stage 2. These standards represent good achievement for the pupils. The good progress stems from the quality of the teaching and the pupils' very good attitudes to their work. Children receive a particularly good start to their education in the nursery. The school makes very good provision for pupils' personal development and ensures that standards of behaviour are very good. The headteacher provides very good leadership, and the school provides good value for money.

What the school does well

- Standards of attainment are generally well above average.
- The quality of teaching is very good, particularly in the nursery and at Key Stage 2.
- Children receive a particularly good start to their education in the nursery.
- The school makes very good provision for pupils' personal development, and ensures that pupils' attitudes and behaviour are very good.
- There is very good provision for art and music at Key Stage 2.
- The headteacher provides very good leadership for the school.
- The school's membership of its local 'cluster' of schools enables it to enhance the range of opportunities it is able to offer its pupils.

What could be improved

- Some of the approaches taken within teaching could be more consistent across the school.

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 September 1997, and has made very good progress since then. Standards of attainment have increased in the core subjects of English, mathematics and science. The quality of teaching is still strong. The quality of leadership and management has improved significantly. The provision for personal development has been improved. The school has addressed all of the key issues raised.

STANDARDS

As the number of pupils in each year group is too small to be statistically significant, the usual table of scores is not published in this report.

The school's scores in the 2001 national tests for 11 year olds were well above the national average in English and science and above average in mathematics. Standards this year are not so high, but there is a greater proportion of pupils who have special educational needs. With very small numbers of pupils in each year group, such fluctuations are to be expected. There is a much higher turnover of pupils than most schools, with many pupils joining the school part way through Key Stage 2, and so final standards of attainment do not always reflect the progress made through this school. In general, pupils who move right through the school make good progress and attain well above average standards. This represents good achievement for the pupils.

The school's scores in national tests for seven years olds have generally been well above the national average in reading, writing and mathematics over the last four years. As with Key Stage 2, standards are not so high this year because there is an unusually high proportion of pupils with special educational needs. Pupils make good progress through the Foundation Stage, and most are on target to attain the nationally expected Early Learning Goals by the time they enter Year 1.

The school sets appropriately challenging targets for its pupils and has generally been successful in meeting them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are keen to learn and take great pride in their work. Even the youngest children in the nursery sustain their concentration well. Across the school, pupils are confident learners. This comes from the way in which they are so highly valued as individuals.
Behaviour, in and out of classrooms	There are very good standards of behaviour in classrooms and around the school. Pupils listen attentively and are quick to respond. They are polite and act sensibly and independently.
Personal development and relationships	The school makes very good provision for pupils' personal development. This, together with the very good relationships that prevail across the school, underpins the pupils' attitudes and behaviour and the progress that they make. Pupils are thoughtful and caring, and show a good concern for others. Teachers provide very good role models for this.
Attendance	The rate of attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 - 6
Quality of teaching	Very good	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 overall. This underpins the progress that pupils make and the standards they attain. At the time of the inspection, the Key Stage 1 teacher was very new to the school and had not had time to tune in completely to some of the school's particularly good methods and approaches.

Teachers are committed to the welfare of their pupils and are particularly good at valuing them as individuals. This underpins the very good relationships and encourages the pupils' self-confidence and very good attitudes to school. There are high expectations of behaviour and of attainment. Teachers do particularly well to ensure that the levels of challenge are kept high for the different year groups in the mixed age range classes. This is particularly successful at Key Stage 2 where there are four year groups in the class. Teachers use a wide range of methods and strategies, and this helps promote effective learning.

The school is very successful in meeting the needs of all its pupils, and in teaching the basic skills of literacy and numeracy. There is also very effective teaching of art and music by specialist teachers at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a particularly wide curriculum that is enhanced by a very good range of visits, visitors, and experiences outside the classroom. The school is helped here by its membership of its local 'cluster' of schools which enables the schools to arrange a wider range of events, and enables pupils to work with many other children of their own age group. There is a good range of extra-curricular activities for such a small school.
Provision for pupils with special educational needs	The school makes appropriate provision for these pupils. The Code of Practice is followed and some specialist teaching is arranged for a small amount of time each term. Some of the targets on individual education plans could be sharper. There is some very good support from teaching assistants within the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. This starts right from the nursery where there is a particularly strong approach to this area and pupils develop a very good sense of themselves and of others. The very good relationships that prevail across the school underpin provision in this area.
How well the school cares for its pupils	The school has a very strong and valuing ethos in which pupils are cared for as individuals and develop self confidence. There are good arrangements for the assessment of attainment that allow pupils' progress to be monitored and supported effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and sets a very clear educational direction. Her very professional approach, and her own very good teaching provide excellent models for all staff. At the time of the inspection, all other members of the teaching staff had been very recently appointed to the school, and so had not had time to take management roles.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and have a good overview of its work. They fulfil all their statutory duties well, and have effectively addressed the key issues raised by the previous inspection.
The school's evaluation of its performance	The school is taking many valuable steps to monitor and evaluate its performance. Test and other assessment data are analysed and thorough profiles are built up of pupils.
The strategic use of resources	The school makes good use of its resources, and ensures that special grants are allocated appropriately. The school applies the principles of best value and gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Children make good progress and attain high standards. • The quality of teaching is good. • Standards of behaviour are high. • There is good provision for pupils' personal development. • The headteacher and school are very approachable. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents feel they could be better informed about how their child is getting on. • Some would like to see a wider range of extra-curricular activities.

Parents are very supportive of the school and very pleased with its work. The inspection agrees with all their favourable comments. The range of extra-curricular activities is already wider than that provided by many small schools. The school arranges one formal meeting with parents each year, and this is fewer than most schools, but it is always willing to make appointments at any time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are generally well above average.

1. The school's scores in national tests for 11 year olds in 2001 were well above the national average in English and science, and above the national average in mathematics. These scores were well above the average of similar schools in English and science, and above that average in mathematics. Scores had fluctuated between average and well above average over the previous four years in all three subjects. Such fluctuations are to be expected with small groups, and the school's standards are not published in the usual tables as the number of pupils involved is too small to be statistically significant.
2. Analysis of the school's standards is additionally complicated by its unusually high turnover of pupils. The extent of this turnover is such that only one pupil in the present Year 6 group actually started in the school. Final standards of attainment are, therefore, not always the result of progress made at this school. Analysis of assessment data indicates that pupils who move right through the school generally make good progress and attain well above average standards.
3. The school's scores in national tests for seven year old in 2001 were well above the national average, and the average of similar schools, in reading, writing and mathematics. This continued a long trend of well above average standards. Interestingly, pupil turnover had been very low at Key Stage 1 during that period.
4. Present standards at both key stages are lower than last year as both year groups have a higher proportion of pupils who have special educational needs. Standards at the end of Key Stage 2 are generally above the national average and the average of similar schools in English, mathematics and science, whilst standards at the end of Key Stage 1 are broadly in line in writing and mathematics, and above average in reading.
5. By the end of Key Stage 2, standards in English are often well above the national average with a good proportion of pupils attaining the higher level (Level 5). Most pupils are confident readers, showing an understanding of a range of texts and being able to look for meaning beyond the literal. Some very good teaching across the key stage has raised awareness of the way in which authors seek to achieve their effects, and this has carried over into pupils' writing. For example, in an excellent English lesson, pupils were able to consider the opening sentences to a passage by fellow pupils about being frightened, and suggest ways in which they could be improved. In explaining their views, they are able to refer to the text and quote the relevant sentences and phrases. This analysis helped in their subsequent writing where they were able to use some of the same effects as they wrote about the same incident from the point of view of the watching parents. Standards of speaking and listening are high across the school. Pupils listen well to each other and respond to the points that others make. Older pupils express themselves clearly and articulately.
6. Standards in mathematics are also often well above average by the end of Key Stage 2. There is some high challenge in mathematics lessons, and pupils have a good knowledge of number and good recall of number facts. This is much stronger at Key Stage 2 than at Key Stage 1. By the end of the key stage, many pupils have attained the higher level (Level 5) where they can calculate fractions, such as a quarter of 83

in their heads to two decimal places. They are also able to explain their methods; for example that they did this by working out half of 83 (41.5) and then could halve that as they knew that 0.75 is half of 1.5. High expectations in a very good mathematics lesson required pupils to work out extended sequences of numbers using calculator functions, and then work out the mathematical formulae for these sequences. Pupils showed their very good understanding of algebra in doing so.

7. The programme of specialist teaching in art and music has been very successful in raising standards in those subjects. For example, the whole sequence of lessons looking at the work and techniques of the 'Boyle Family' of artists has raised pupils' awareness of techniques, and of ways of looking at the shapes, textures and colours of the world around us. The subsequent oil pastel pictures are of a very high quality indeed. Very good teaching of music has brought about high standards of performance and understanding of music. In performing a Space Rondo, pupils were able to play chords on electronic key boards and to improvise a melody to fit the rhythm and key of the accompaniment. This was high attainment for pupils of this age.
8. The good progress and high standards are underpinned by the quality of the teaching, the richness of the curriculum, and by the pupils' very good attitudes to school.

The quality of teaching is very good, particularly in the nursery and at Key Stage 2.

9. The quality of teaching is very good overall, and particularly good in the nursery and at Key Stage 2. The Key Stage 1 teacher had only been appointed for a few weeks at the time of the inspection and so had not had sufficient time to tune in completely to some of the school's particularly good methods and approaches.
10. Teachers have very good relationships with their pupils and a real concern for them as individuals. Teachers are particularly good at valuing pupils' contributions to lessons and listening carefully to what they have to say. This builds pupils' self confidence, makes them confident learners and encourages their very good attitudes to school. Teaching is particularly valuing in the nursery where there is a very calm and thoughtful approach. Pupils are gently encouraged to engage in activities; for example, they were asked, "Who's going to help me mix this play dough?" and so had to decide for themselves whether or not to take part. This develops independence and also helps children learn the significance of their own actions. As the activities are so interesting and the teaching so engaging, children take part in the activities for their own sake and develop greater commitment. Listening so well to pupils also helps teachers to address their learning needs more effectively. For example, in a very good Key Stage 2 lesson, a pupil who had incorrectly identified the position of three quarters on a metre stick was asked why she thought it was there. Her answer enabled the teacher to correct some misconceptions. Had she merely been told she was wrong, such effective teaching and learning could not have taken place.
11. There are some very high expectations of behaviour and attainment, and these promote the good progress and help develop the high standards of attainment. High expectations start in the nursery where children are encouraged to talk about their activities and to think about what they are doing, "Why do you think this tower is wobbling? What could we do to make it firmer?" The teacher and teaching assistant are very good models of language use and do not patronise the children. The language itself sets patterns for children's behaviour and relationships; for example,

asking the children, "Would it be alright if I ..." gives a good model for negotiation rather than argument. There is also high challenge at Key Stage 2 where pupils are encouraged to progress to the higher levels of attainment. For example, there were some very high expectations in a mathematics lesson where older pupils were expected to generalise the rules for various sequences and express them as an algebraic formula. The analysis of literary effect in a Key Stage 2 English lesson has already been mentioned.

12. Teachers do well to ensure these high expectations where there are so many year groups in each class. This is particularly the case in the Key Stage 2 class with its four year groups. Ensuring high expectations for all involves a great deal of planning and careful classroom organisation. Teachers often use graded questions during the whole-class sessions of the literacy and numeracy sessions, addressing different questions to different groups and individuals. Different work is then set within the group-work sessions of these lessons. For example, in a Year 1/2 mathematics lesson Year 2 pupils worked on division whilst Year 1 pupils were involved in adding and subtracting.
13. The strength of the teaching lies in the range of teaching methods used and the range of learning strategies in which the pupils are involved. The richness of the range encourages a diversity of learning and broadens understanding. For example, in an excellent English lesson, the teacher gave extremely clear explanations, shared learning objectives with pupils, involved them in evaluation of each other's work, called for individual responses on whiteboards, asked them to discuss things in pairs to clarify their thinking, and then they worked individually and in groups. In the same lesson, some pupils used computers whilst others consulted books and wrote on paper. The work was then evaluated in the light of the objectives set. This final session of a lesson where objectives are evaluated is a strong feature of many lessons. Pupils in the nursery are involved in a wide range of responses and activities: practical and formal, indoors and out. These extend their experiences, allow them to respond in appropriate ways, and deepen their understanding.
14. There is some very good teaching of art and music by part-time specialist teachers. The very good series of art lessons on the 'Boyle Family' of artists has already been mentioned. This culminated in another very good lesson where pupils painted the clay relief tiles they had made in the style of the Boyle Family's fibreglass sculptures. There was very clear teaching of techniques such as putting a dark wash into the indentations to produce shadow effects, and particularly good focus on colours and textures and the techniques for achieving these. The pupils used all of these techniques, and the resulting tiles were of a very high standard.
15. The music lesson involving the 'Space Rondo' has already been mentioned. The success of the lesson came from the very high expectations, the teacher's very high level of expertise, her very clear explanations and demonstrations, the quality of organisation and preparation, and the scope given to pupils to develop their ideas and to evaluate. When the music was not sounding quite right, the teacher stopped everyone and asked, "Do you think this is sounding right? Why not? What do you think we could do to improve it?" This very good balance between telling and asking the pupils to reflect is very valuable, and it is what enabled the pupils to extemporise so well. They were able to do so because they understood the structure of the music. Above all, the teacher brought great enthusiasm to the lesson and made it a thoroughly enjoyable experience. This was evident from the way the pupils sang the rather difficult two-part harmony of 'Barbara Ann'.

16. The quality of teaching is enhanced by the very good support offered by teaching assistants. For example, a very good extended literacy session had a very clear focus on a range of techniques to establish meaning in a passage giving instructions to make a sandwich. The text was covered up and pupils invited to work out what each instruction must be. When the text was revealed, certain words had been covered up, and the pupils had to work these out from context. Their suggestions were checked by looking at the first and last letters, thus focusing very well on phonics as well as meaning. This was a very good range of methods with a clear focus and good pace that promoted learning very well.

Children receive a particularly good start to their education in the nursery.

17. The particular feature of the nursery is the very special atmosphere that the staff create. Its strength lies in the great focus there is on learning and in the way pupils are allowed to develop and extend their interest in each activity.
18. Fourteen pupils attend the nursery for three half-day sessions each week. The nursery is managed, and the staff employed, directly by the local education authority rather than by the school. The number of sessions offered each week is fewer than the usual five half days offered by nurseries. The nursery staff compensate for the lack of sessions by the very high quality of the education that they offer.
19. There is a very calm and caring ethos in the nursery, but expectations are high. There is a very special approach to teaching in which children are given considerable independence in their learning but are managed very carefully and subtly by the staff. For example, the teacher extended pupils' language and imagination very well when she asked two children building a tower with blocks whether they needed some help. "Why don't you phone for some help?" she asked, and they responded by using the toy phone and engaging in extended conversation. There was similarly valuable intervention in a home role-play situation. "Just listen carefully, because I think the baby is beginning to wake up." The pupils picked up on this cue, picking up the 'baby' and tending to it, and developed their play well.
20. The independence in learning is an important part of the Foundation Stage curriculum, and an important part of learning here. Pupils are given considerable choice of activities within the subtle management, even deciding when to take refreshment and breaks. This allows them to develop involvement in activities and sustain concentration. It also allows them time to develop skills. For example, the nursery nurse suggested that a child should fasten the 'baby's' romper suit and then held the baby very patiently, resisting the temptation to do it for the child whilst she persisted in the difficult task. Pupils become used to sorting out problems and so develop good concentration. One child who had spent a considerable time painstakingly mixing blue powder paint a brush at a time, seemed to complete his picture, but broke off from his clearing up when he looked back and realised that he had "missed a bit". Out came the brush and the blue paint, and the job was finished properly.
21. Staff are very thoughtful in their approach and monitor the progress of the children very well, responding very effectively to needs. For example, noticing that some children were seldom much interested by books, they brought in maps and linked this to construction role play. This has proved very successful, with the children concerned poring over the maps and able to recognise many places by the initial letters of the names. The construction area itself was a response to the need to

provide more physical activities within the classroom. It is another well-planned and well thought through response that has been very successful.

22. There is a very good range of activities available to the children, both in the class and outside. The staff are quick to spot learning opportunities and build particularly well on them. The key to this is their understanding of the possibilities and their very effective use of language. For example, when they were sprinkling flour whilst making play dough, staff constantly engaged pupils in conversation with such questions as, "What does it look like?" With adult help, the children were able to suggest that, "It's like sprinkling snow," but agreed that, "It's not as cold or wet as snow".
23. Children make good progress in all the areas of learning, and particularly good progress in the area of social development. Above all, they enjoy their education and develop self-confidence, and this helps develop positive attitudes to schooling. The confidence and enjoyment were seen in the way two children in the home role-play area were so absorbed in their play. One, dressed in hat, coat and boots, was setting out to go shopping, when the other scrambled in a cupboard and then ran after her. "You've forgotten your purse!" she called.

The school makes very good provision for pupils' personal development, and ensures that pupils attitudes and behaviour are very good.

24. The very good relationships that prevail across the school, and the strong, supportive ethos, underpin the provision for pupils' personal development. Mention has already been made of the way in which teachers listen well to the pupils and value their contributions. This builds confidence and self-esteem. The school is developing its formal programme of personal and social education to take account of the citizenship element now required by the National Curriculum.
25. There are good opportunities, from the nursery onwards, for pupils to take the initiative and be independent. Pupils are comfortable in selecting and using equipment, and are sensible in taking good care of it. Older pupils have a good sense of responsibility toward younger ones and they work well together in the mixed-age classes and play well together in the playground.
26. Pupils have very good attitudes to school. They are keen to learn and take great pride in their work. Examples have already been given of even the youngest children in the nursery sustaining their concentration well. This develops well as pupils move through the school, and older pupils are able to develop work such as their 'Boyle Family' artwork and their library projects over a number of weeks. The school's valuing approach ensures that pupils are confident learners.
27. There are very good standards of behaviour in classrooms and around the school. Pupils listen attentively and are quick to respond. They are polite and act sensibly and independently. Pupils are thoughtful and caring, and show concern for others. Teachers provide very good role models for this.

There is very good provision for art and music.

28. Considerable detail has already been given about the specialist teaching arrangements for art and music at Key Stage 2. There is a great sense of purpose to the lessons and the teachers bring a high level of expertise. These arrangements are

very successful in providing a very good quality of teaching and enabling pupils to attain high standards in both subjects. The specialist teaching of music is augmented by a good programme of instrumental tuition.

The headteacher provides very good leadership for the school.

29. The headteacher provides very good leadership for the school and promotes high standards. She sets a very clear educational direction through planning and policies, and has created a very positive ethos. There are very effective systems for monitoring and evaluating the school's performance which give her a good overview of the progress that pupils make. Educational priorities are well set out in the school's development plan and the budget is used effectively to support the school's priorities. The periods that the headteacher has spent seconded to other schools and to the inspectorate have been very valuable to her leadership, and to the school, as they have helped create her very good overview and her understanding of the possibilities for development.
30. The strength of her leadership lies in her very professional approach to pupils, parents and colleagues, and the excellent tone she sets for the school. She sets an excellent example for relationships, and her own very good teaching provides an excellent model for all staff.

The school's membership of its local 'cluster' of schools enables it to enhance the range of opportunities it is able to offer its pupils.

31. The four small primary schools in the area form a very active 'cluster' within which they co-operate to make arrangements that no small school could make by itself. This adds greatly to the opportunities the school is able to offer to its pupils. The specialist music teacher is an example of one of these arrangements.
32. The cluster arranges for pupils to take part in sporting and musical events where they can work with a much larger number of fellow pupils and benefit from the expertise of a wider range of teachers. Pupils also benefit from residential visits with pupils from other schools, and this is very valuable for their personal and social development. Teachers also benefit professionally from working with other colleagues and being aware of how other schools are approaching common issues.

WHAT COULD BE IMPROVED

The approaches taken within teaching could be more consistent across the school.

33. At the time of the inspection, the Key Stage 1 teacher had only been at the school for a few weeks and had not had time to tune in completely to some of the school's particularly good methods and approaches. Although the quality of teaching is good overall at Key Stage 1, the challenge to the different groups of pupils is not always as high as those at Key Stage 2. This might be expected at such an early stage for a new teacher for the school. Arrangements have not yet been made for the teacher to visit other classes in the school to tune into approaches and methods. Visits to the nursery would be particularly valuable before children move up after Easter.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The school needs to ensure that the new teachers can visit other classes and develop an understanding of the methods and approaches being used.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
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
Number	1	9	4	3	0	0	0
Percentage	6	53	24	18	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 five percentage points.

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)	7	43
Number of full-time pupils known to be eligible for free school meals	0	3

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	1	4

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	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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) and Key Stage 2 (Year 6)

As the number of pupils in each year group is too small to be statistically significant, the usual table of scores is not published in this report.

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	43
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)	2.6
Number of pupils per qualified teacher	22
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.3
Number of pupils per qualified teacher	14
Total number of education support staff	1
Total aggregate hours worked per week	9
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	140,132
Total expenditure	138,698
Expenditure per pupil	2,829
Balance brought forward from previous year	9,611
Balance carried forward to next year	11,045

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.3
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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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	57
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	65	20	10	0	5
Behaviour in the school is good.	45	50	0	0	5
My child gets the right amount of work to do at home.	25	65	5	0	5
The teaching is good.	70	20	5	0	5
I am kept well informed about how my child is getting on.	50	25	10	15	0
I would feel comfortable about approaching the school with questions or a problem.	70	20	5	5	0
The school expects my child to work hard and achieve his or her best.	70	25	0	0	5
The school works closely with parents.	40	45	15	0	0
The school is well led and managed.	60	30	0	5	5
The school is helping my child become mature and responsible.	65	25	5	0	5
The school provides an interesting range of activities outside lessons.	20	50	15	10	5