

INSPECTION REPORT

GOTHERINGTON PRIMARY SCHOOL

Gotherington, near Cheltenham

LEA area: Gloucestershire

Unique reference number: 115524

Headteacher: Mrs. V. J. A. Church

Reporting inspector: Mr. M. H. Cole
3369

Dates of inspection: 6th – 8th November 2000

Inspection number: 224721

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: The Lawns
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Cheltenham
Gloucestershire

Postcode: GL52 4EP

Telephone number: 01242 675454

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. Y. Cosgrove

Date of previous inspection: 22nd April 1996

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INFORMATION ABOUT THE SCHOOL

Gotherington Primary School is an average-size primary school which educates 222 boys and girls aged 4 to 11. The school attracts pupils from a wide area and the number of pupils has grown by about 14 per cent since the last inspection. Pupils come from a semi-rural area which shows above-average social and economic circumstances. Pupils begin at the school with an overall level of attainment a little above average. Eleven per cent of pupils have special educational needs in relation to their learning, a below-average proportion by national standards. One pupil has a statement of special educational needs; at 0.5 per cent of pupils, this is a below-average proportion. There are no pupils of ethnic minority origin.

HOW GOOD THE SCHOOL IS

This is a very effective school. Excellent leadership and management promote teaching of excellent quality. As a result pupils achieve very high standards in both academic work and in their attitudes and behaviour. The school provides good value for money.

What the school does well

- Pupils achieve very high standards in English, mathematics, science and music, and good standards generally in other subjects
- Pupils' attitudes and behaviour, and their qualities of responsibility and independence, are outstandingly good
- The quality of teaching is excellent
- The headteacher and other key staff provide the school with excellent leadership and management
- Opportunities for learning are of very good range and quality
- Very good provision is made to guide and support pupils, and to safeguard their welfare

What could be improved

- Written reports to parents on pupils' progress are not sufficiently precise or helpful.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was previously inspected in April 1996 there has been good improvement. An already very good school has become even better. Previous strengths have been maintained and in many cases further improved. Academic standards have been raised still further. The quality of teaching, already good, is now excellent. Leadership and management, previously judged very good, are now considered to be excellent. There has recently been a very significant improvement in the accommodation and computer resources for teaching information and communication technology.

The previous inspection report made three recommendations. The first of these, to "build on the high standards already attained" has been achieved well. The second, to "sustain the initiatives which promote teacher development and the quality of the curriculum" has been very well achieved through improvement in processes for checking on the quality of teaching and learning. These processes are now outstandingly good. The third recommendation at the previous inspection, to "develop more effective communication with parents" has been tackled with energy and many good initiatives have been taken. However, these have not yet resulted in enough parental satisfaction and written communication with parents about pupils' progress remains an area for improvement.

Excellent leadership and very good management processes for bringing about improvement give the school a good capacity for still further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	B
mathematics	B	A	A	A
science	A*	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

A means the results put the school in the top 5 per cent of schools nationally*

The 2000 test results are well above the national average in all three subjects of English, mathematics and science. Compared with the results of similar schools, the school's performance was well above average in mathematics and science, and above average in English. More precise data for recent years shows an overall steady improvement in results, in line with the national trend of improvement. The school met its own realistic target for performance in 2000 in English, and it exceeded its target in mathematics.

Inspectors' observations during the inspection supports the picture of very high standards in English, mathematics and science painted by test results. They also show that the general quality of work in other subjects is good. In music there is very good achievement.

Results in the 2000 standard National Curriculum tests for younger pupils at the end of Key Stage 1 put the school in the top 5 per cent of schools nationally in reading, writing and mathematics. Compared with similar schools too, Gotherington results were in the top 5 per cent.

During the Reception year, the youngest pupils are judged to make excellent progress both in their personal and social development and in their development of basic skills with language and number.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent
Behaviour, in and out of classrooms	Excellent
Personal development and relationships	Excellent
Attendance	Very good

Throughout the life of the school pupils show a high level of enthusiasm and interest. Their behaviour is extremely good, reflecting very high levels of self-discipline, responsibility and independence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Excellent	Excellent	Excellent

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.

Of individual lessons seen during the inspection, 30 per cent were judged excellent and a further 57 per cent very good. Of the remaining 13 per cent, three-quarters were judged to be of good quality. There was no unsatisfactory teaching. Further evidence of the excellent quality of teaching comes from scrutiny of pupils' past work, teachers' planning, marking of pupils' work, records of pupil progress and target-setting. The quality of teaching is consistent: it is very good, or better, in every aspect. Meticulous planning, high expectations and highly skilled management of pupils' motivation and behaviour are especially impressive. Rigorous assessment of pupils' progress helps teachers cater well for the full range of their abilities and needs, including special educational needs. Teaching of English and mathematics, and especially basic literacy and numeracy skills, is highly effective. It is very systematic when it needs to be, but can also inspire and stimulate very effectively. As a result pupils are interested, enthusiastic and effective learners.

OTHER ASPECTS OF THE SCHOOL

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

Pupils benefit from a comprehensive and rich range of opportunities for learning. The curriculum is well planned and presented to pupils in a lively, interesting way. Opportunities are extended well through a good number of activities outside lessons, especially in sport and music. Provision for pupils' moral and social development, and planning of the programme of personal, social and health education are particularly positive features. All procedures to safeguard pupils' welfare are very well organised.

HOW WELL THE SCHOOL IS LED AND MANAGED

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

Excellent leadership shows complete commitment to high standards and to good quality in all the school does. It promotes very good teamwork by a hard-working staff. All work together willingly in a constant process of evaluating their own practices to find ways to improve. Checks on pupils' progress and on the quality of teaching and learning are outstandingly thorough. Careful financial planning and controls apply principles of best value well to ensure school improvement is efficiently supported.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Almost all parents are pleased that</p> <ul style="list-style-type: none"> • pupils make good progress • behaviour is good • the teaching is good • the school expects pupils to work hard • pupils are helped to become mature and responsible • the school is well led and managed 	<p>A significant minority of parents</p> <ul style="list-style-type: none"> • would like better information about pupils' progress • do not feel the school works closely with them • does not provide an interesting range of activities outside lessons <p>A small minority have concerns about homework, some of these believing that there is too much for the youngest pupils</p>

Inspectors' judgements endorse all of the parents' positive views. They also agree with those parents who feel that written information about pupils' progress should be improved.

Inspectors judge that, except in relation to written reports, the school makes a very good effort to work closely with parents. Most parents appear to appreciate this. A good number of parents help within the school or with activities outside lessons.

The provision of activities outside lessons is judged to be good by inspectors. Provision is good in sport and music and the quality of activities sampled during the inspection was good. Provision compares favourably with other primary schools of similar size.

Inspectors find that the school's homework arrangements are good and are in line with national guidance. The school strives to remind parents of younger pupils that homework is optional but this appears not always to be understood by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very high standards in English, mathematics, science and music, and good standards generally in other subjects.

1. During the inspection, work in lessons was observed, a sample of pupils' past written and practical work was scrutinised and there were discussions with pupils. All of the evidence gained in this way supports the picture painted by pupils' results in the standard National Curriculum tests: very high standards are achieved in English, mathematics and science throughout the school. Evidence of very good quality of work was seen in music, and examples of work in a range of other subjects showed generally good standards.
2. As pupils move through the school they develop good skills of listening with understanding and of speaking with confidence and clarity. Their vocabulary grows significantly and pupils take pride in their ability to learn and use new words and technical terms. In reading, the fluency and accuracy of their reading develop well. Their understanding of what they read is also good for their ages. Once these basic skills are mastered pupils go on to become enthusiastic readers of a good and growing range of fiction. One aspect of pupils' more advanced reading skills, though satisfactory, is less impressive. Older pupils' understanding of how to research information from libraries and books is limited, a situation not helped by the fact that the school library is inconveniently situated and remote from the Key Stage 2 classrooms.
3. Writing skills develop well so that the oldest pupils show very good standards of spelling, punctuation and grammar. They assemble words effectively to convey meaning in a range of ways suited to different purposes and audiences. In one lesson seen, Year 6 pupils showed especially sensitive use of words in writing poetry that included some striking imagery. One boy started a poem entitled "The Stapler" with the lines:

*"The giant monstrous mouth, hungry for staples,
Waiting waiting....
Waiting to inject its venomous spikes"*
4. A strength of the work on writing is the extensive use of opportunities, not just in English lessons, but across the curriculum, for pupils to further consolidate their skills. Very good quality writing is evident in a range of subjects. Despite this, the proportion of pupils achieving the higher level of attainment (level 5) in the 2000 standard national tests was lower in writing than in reading, a situation the school has recognised and made good plans to tackle.
5. Throughout the school basic mathematical understanding develops well so that younger pupils count, add and subtract well for their ages, while the oldest pupils have become skilled in solving mathematical problems in their heads. In one mathematics lesson seen, Year 6 pupils, tackling work at a level significantly beyond that expected for pupils of their age, showed very good understanding of rotational symmetry. They expressed their understanding using correct terms like "translation" and "vertices".

6. Pupils show well-above average knowledge and understanding in science. Year 4 pupils seen investigating properties of materials as electrical conductors or insulators responded well to the good opportunity created by the teacher for them to deduce significant relationships from their observations. The most able pupils, faced by a well-designed additional challenge, applied their understanding especially well to explain why contacts at different points on the graphite core of a pencil produced different levels of illumination of a bulb within the circuit.
7. In music, good quality work is seen, especially in performance. Tuneful, accurate and expressive singing, sometimes in parts, shows pupils' good awareness of pitch and rhythm. The many older pupils who join the lunch-time choir, recorder and hand-chime groups or the school orchestra show skills of performance and of understanding musical scores that exceed the standard expected at their ages. That a primary school of only average size is able to assemble an orchestra that performs with such a good level of skill and musical sensitivity is a significant achievement.
8. During the inspection, examples of good quality work were also seen in information and communication technology, religious education, physical education, geography and history. Until recently the school's work in information and communication technology had been hindered by a lack of up-to-date resources. The recent opening of the excellent computer suite, which provides one computer for each two pupils in a class, has already led to a sharp improvement in progress. There are very good plans for further development in the immediate future through staff training and, after appropriate consultation with parents, connection to the internet.

Pupils' attitudes and behaviour, and their qualities of responsibility and independence, are outstandingly good.

9. The great majority of parents say their children like the school and the rate of pupil attendance is well above the national average. Both of these facts are consistent with the extremely good level of interest and enthusiasm shown by pupils in the lessons seen during the inspection. Positive attitudes are also reflected in the excellent behaviour seen around the school, in assemblies and in the playground, as well as in lessons. Teachers' good planning of interesting, lively and stimulating activities is a major reason for this. Another is the school's firm expectations about behaviour and the use of rewards to reinforce them. Most important, though, is the positive example of respectful and caring attitudes that all school staff set in their relationships with pupils. Teachers, for example, listen well to pupils and value what they have to say, and they consult them on school matters.
10. Relationships between teachers and pupils, and amongst pupils themselves, are very co-operative. In tasks where they are required to co-operate with each other, as in sharing a computer or science resources, pupils work together harmoniously. They often enjoy and show respect for each other's achievements, as when their poems are read to the class or their dance movements are performed for others to see. Pupils comment sensibly and sensitively on each other's work in these situations.

11. A mark of the school's effectiveness in promoting high standards of attitudes and behaviour is the fact that the means for so doing are almost unseen. Pupils behave responsibly as a matter of habit and self-discipline. They need only the most occasional and mild reminders of the standard expected. This makes for a calm, orderly but happy environment for learning where teachers' and pupils' full time and attention is given to learning. It also reflects pupils' very good ability to act independently, doing the right thing, managing their own learning or solving their own problems without adult assistance. The school fosters this by building the self-confidence that helps pupils to develop independence and then challenging them to apply it.
12. All of these positive qualities of the school's success in promoting positive attitudes and behaviour are well illustrated in the reception class. At the time of the inspection the very young pupils here had only been attending the school for a few weeks. Already, though, they were showing a very constructive approach to school and progressing rapidly as a result. They were confidently and happily going about their school day, behaving well, enjoying their learning and purposefully involved in attractive and very instructive tasks.
13. Positive attitudes are also evident in the very good standard of presentation in pupils' work. As a matter of course almost all produce work that is neat and tidy.
14. Virtually all parents completing the pre-inspection questionnaire agreed that, as well as promoting good behaviour and attitudes, the school helps children become mature and responsible. This is inspectors' judgement, too. Older pupils respond well when given responsibilities for helping around the school. In addition, pupils grow in responsibility as a result of the good practices of sharing objectives for learning with pupils and involving them in evaluating their own progress in achieving them. Besides doing this from day to day in lessons, the school adds greatly to pupils' sense of responsibility for their own learning through the setting of individual targets for them. Each term careful assessments of each pupil's progress are the basis of targets discussed and agreed with them. In discussion with inspectors, pupils showed a good awareness of their personal targets and of the progress they were making towards them. By such means the oldest pupils are found to have developed mature and sensible attitudes towards their own schooling which will prepare them extremely well for the next stage of their education at secondary school.

The quality of teaching is excellent.

15. Teachers' especially skilful management of pupils' motivation and behaviour is a key element in the excellent quality of teaching found in the school. It provides the basis of calm, co-operative and purposeful classroom life on which very effective teaching and learning are built. This results in the good progress that helps pupils who join the school with a general level of attainment only a little above average to leave it with a level well above average.
16. Of the individual lessons seen during the inspection almost a third were of excellent quality (the highest judgement inspectors can make), while the great majority of the remainder were very good. As an overall profile of lessons this is an outstandingly positive result. Other evidence of the quality of teaching gained, for example, from examination of pupils' past work and of teachers' planning and record-keeping, supports the judgement of excellence. The judgement is the same at all stages of the school: the Foundation Stage and Key Stages 1 and 2*.

* *Foundation Stage*: the new national term for pupils prior to entry to Year 1 when they begin on the National Curriculum. In this school this stage is represented by the Reception year.

17. Part of the excellence of the teaching is the consistency seen across classes and across the curriculum. There is also consistency between the different aspects of teaching, all of which are of at least very good quality. Teachers know their subjects well so that they are able to explain clearly and promote pupils' understanding thoroughly through effective questioning. Planning of the work is meticulous, with a very clear identification of exactly what pupils are to learn and a good practice of sharing the lesson's objectives with pupils so that they, too, are clear about what they should have achieved by the end of the lesson. Planning also tailors tasks carefully to challenge pupils at their various levels of ability so that all, including those with special educational needs, can make good progress. Sometimes, special work and good extra help is given to pupils with special needs in one-to-one or small-group teaching outside the classroom. Overall success in helping pupils with special needs is seen in the fact that almost all pupils in the school reach the level of attainment expected for their age by the time they leave the school.
18. Effective planning of work that matches each pupil's ability and needs is made possible by the close, regular and systematic assessment of each pupil's progress which gives the teacher a precise knowledge of the next steps each pupil needs to take to further their learning. Marking of pupils' work is conscientious and for the older pupils includes detailed feedback which is both encouraging and helpful in giving pointers for further improvement.
19. Precise identification of the intended learning leads to well-focused teaching which takes care to reinforce key points by presenting them to pupils in a number of ways and questioning them to check progress. Much of the teaching, especially in basic literacy and numeracy skills, is very systematic, and resources to support teaching and learning are very well designed. As well as being systematic and very well organised, teaching also embraces a sense of fun. There is flexible use of a good range of methods to fit different purposes. When appropriate, for example, very good opportunities are given for practical investigation, as in science, or for role-play to support development in literacy skills. Sometimes effective links are made across two subjects so that the work gives mutual support to both. This was well illustrated by a dance lesson in physical education which was based on a poem pupils had studied in English. Teachers' own interest and enthusiasm in their subjects shines through the work and enthuses pupils, and tasks are often presented imaginatively and with a sense of humour, further enhancing pupils' already enthusiastic approach to school.
20. There are good, systematic arrangements for giving pupils a variety of appropriate opportunities for extending their learning through activity at home, in line with national recommendations.

Key Stage 1: National term for infant pupils in Years 1 and 2

Key Stage 2: National term for junior pupils in Years 3,4,5, and 6.

The headteacher and other key staff provide the school with excellent leadership and management.

21. The headteacher shows excellent leadership and is very well supported in this by other senior staff. They work closely together and with their other colleagues. Leadership is firstly through the personal example of commitment to pupils' achievement of high standards and to bringing good quality to every aspect of the school's work. This inspires a very hard-working team, which includes all members of school staff. The school's very good planning and preparation for the teaching, excellent processes for assessing pupils' progress, and the extensive provision of activities outside lessons are but three signs of the high level of staff endeavour. The staff is a strongly knit team and shares the determination of the senior staff to make an already very good school still better. There is a very ready willingness to examine practices self-critically and look for ways to improve. This is an attitude that runs throughout school life and includes pupils, since they too are involved in evaluating themselves and the school.
22. Excellent leadership also shows itself in a clear and firm sense of direction and purpose. Everything the school does the staff plan very carefully together so that they work with a very effective consistency of approach. Planning for the school's improvement identifies the right priorities and defines detailed strategies. Finances are carefully planned and controlled to make best use of funds to promote school improvement. Governors give good support to these processes.
23. Good planning, and success in bringing about school improvement, reflect exceptionally good processes for keeping a check on the effectiveness of the school's work and identifying strengths and weaknesses. These represent a significant improvement since the last inspection and a very full response to the recommendation made. Checks on the pupils' progress are particularly thorough, with regular testing and other forms of assessment to track each pupil's progress from year to year. Information gained is used to set very precise targets for future achievement by each class and to identify where pupils need more help or where the teaching can be beneficially improved. Teachers' planning and the work done by pupils are scrutinised closely by subject co-ordinators. Frequent visits to lessons are also made by senior staff to observe teaching and learning at first hand as a basis for supporting teachers' further development of their skills. All teachers are involved in observing each other's teaching, and sometimes teaching in other schools, as a basis for mutual support in developing their skills. These processes are supplemented by thorough provision for teachers' ongoing training.
24. An unusual and positive feature of the school is the part it has been selected to play as a centre for school-based training of new teachers. Students on long-term attachment to the school gain greatly from the very good models of professional practice the school provides. The school also benefits, not simply from the extra help in classes students give, but from the stimulus to re-examination of practices that working with the students provides.

Opportunities for learning are of very good range and quality.

25. Pupils benefit greatly from a breadth and richness of stimulating opportunities for learning.

26. Very good planning of the curriculum provides comprehensive coverage of the National Curriculum and religious education. Planning takes good account of the range of pupils' abilities and needs and is very clear about the learning to be achieved at each stage of pupils' progress through the school. Recently published national guidance on planning has been effectively adopted. This includes guidance on the Foundation Stage effective only from the beginning of the school year. Meticulous planning of the reception class curriculum fully meets the need to help pupils achieve officially defined "early learning goals". Implementation of the national strategies for literacy and numeracy introduced in the last two years is very effective. The workings of the strategies have been carefully checked for their effectiveness and appropriate adjustments made, for example to give more emphasis to teaching of writing. Planning for pupils with special educational needs sets precise individual targets for teachers and pupils within carefully written individual education plans. Day-to-day planning of lessons shows teachers at pains to make the work lively and interesting. Educational visits and visitors, and special events, are a positive feature of the lively curriculum. The curriculum includes a very well-planned programme of personal, social and health education which also reflects recently increased national emphasis on this aspect.
27. The lively curriculum is further supplemented by a good range of optional activities, especially in sport and music, in which large numbers of older pupils join. Several examples of these activities were observed briefly during the inspection and in all cases were seen to be well-organised, purposeful activities in which pupils were participating keenly and clearly developing their interests and skills.
28. The school's very good curriculum also includes good provision to promote pupils' spiritual, moral, social and cultural development. School assemblies take place in a very positive atmosphere and are effective in encouraging pupils to reflect on personal belief, issues of right and wrong and the principles that should shape their behaviour. Provision for pupils' moral development is very good. The very good role models provided by staff in their approach to pupils are the most important way that pupils are encouraged to develop appropriate values. Social development is well supported by the plentiful opportunities to show initiative within lessons and through activity outside lessons, by responsibilities for helping around the school and by charitable enterprises that encourage concern for others beyond the school and sometimes abroad. Pupils' cultural awareness is well promoted, for example, by the school's lively musical life, educational visits, effective teaching of literature and the drama club. In previous years pupils have clearly been given good encouragement in developing awareness and appreciation of cultures other than their own. Changes in organisation of the curriculum from the beginning of the present school year have had the effect of reducing such provision, a situation the school recognises and plans to remedy.

Very good provision is made to guide and support pupils and to safeguard their welfare.

29. This is a caring and conscientious school which knows its pupils well as individuals. This is the basis for the very good provision to guide and support all pupils, including those with special educational needs. Pupils' progress, both academic and personal, is carefully checked and wherever intervention is desirable the school is active in giving extra help. All of this is reflected in the good progress virtually all pupils make, the self-confidence they exhibit and the very high standards of attitudes and behaviour to be found.

30. There are very good procedures for guarding against poor behaviour or bullying, for ensuring pupils' health and safety and for recognising and dealing with any child protection matters that should arise. The very good relationships between staff and pupils add to pupils' feelings of safety, security and self-confidence.

WHAT COULD BE IMPROVED

Written reports to parents on pupils' progress are not sufficiently precise or helpful.

31. The school meets the statutory requirement to report annually on each pupil's progress with comments relating to each subject of the curriculum and a comment on the pupil's personal development. Comments are often quite substantial. However, inspectors support the view of the one-third of parents completing the pre-inspection questionnaire that reports should be better.
32. Although often substantial, particularly on the main subjects of the curriculum, comments are often not sufficiently helpful to parents. Many comments refer to the work that pupils have covered but leave parents uncertain as to how well their children have achieved in their work and whether their progress and achievement is good enough. Reports also generally fail to indicate exactly how pupils might improve their progress and achievement. This makes it difficult for parents to give precise encouragement or support to their children, particularly when taking an interest in their homework.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. The headteacher and staff of the school should improve written reports to parents on pupils' progress. They should
- consult with parents about annual reports on pupils' progress
 - write annual reports that provide precise information to tell parents:
 - how well their children are achieving in relation to their ages
 - how well their children are achieving in relation to their previous levels of attainment
 - whether their children's progress is as good as it should be
 - the most important ways in which pupils might improve their progress and achievement
 - provide an opportunity for parents to make a written response
 - consider the possibility of incorporating in reports an opportunity for the pupil's own self-evaluation

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
30	57	10	3	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	222
Number of full-time pupils eligible for free school meals	N/a	*1

*NB The school does not provide cooked meals.

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	3.1
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
		2000	15	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	16	16	16
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	16	16	16
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (94)	100 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	16	17	17
	Total	29	30	31
Percentage of pupils at NC level 4 or above	School	91 (100)	94 (89)	97 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	16	16	16
	Total	29	29	30
Percentage of pupils at NC level 4 or above	School	91 (100)	91 (94)	94 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	27
Average class size	31.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	71

FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
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	£
Total income	421176
Total expenditure	327303
Expenditure per pupil	1449
Balance brought forward from previous year	135979
Balance carried forward to next year	229852

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	6	0	0
My child is making good progress in school.	41	51	0	1	6
Behaviour in the school is good.	56	41	0	0	3
My child gets the right amount of work to do at home.	27	45	20	1	6
The teaching is good.	44	51	2	0	2
I am kept well informed about how my child is getting on.	9	50	30	2	8
I would feel comfortable about approaching the school with questions or a problem.	40	49	10	1	1
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	15	51	26	6	2
The school is well led and managed.	42	53	5	0	0
The school is helping my child become mature and responsible.	42	55	1	0	1
The school provides an interesting range of activities outside lessons	9	51	30	5	6