

INSPECTION REPORT

SCISSETT CE (FIRST) SCHOOL

Huddersfield

LEA area: Kirklees

Unique reference number: 107743

Headteacher: Mrs C Chell

Reporting inspector: R S Moseley
Rgl's No: 16886

Dates of inspection: 12-13 September 2000

Inspection number: 225055

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4-10
Gender of pupils:	Mixed
School address:	Wakefield Road Scissett Huddersfield West Yorkshire
Postcode:	HD8 9HR
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend J Hellewell
Date of previous inspection:	19-21 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scissett CE (A) First School is a small sized first school for pupils from ages 4 to 10. There are 129 pupils. They leave to go to a middle school at the end of Year 5. A low number of pupils, 8.5 per cent, are entitled to free school meals. The percentage of pupils on the school register of special educational needs is 30. 4.7 per cent of pupils have statements of special educational needs, which is well above the national average. Attainment on entry to the school is judged to be broadly average, although it is very variable and in 1998 and 1999 it was below average. The numbers on roll at the school are falling slightly, which is a characteristic of the whole area.

HOW GOOD THE SCHOOL IS

This is an effective school built on a strong Christian ethos, with many good and very good features. Pupils make good progress in English and mathematics and in aspects of science by the time they leave the school. The quality of teaching is mainly good. There is some very good or excellent teaching in just under half of the lessons. No unsatisfactory teaching was seen. The school has developed a very good and challenging climate for learning. Pupils' attitudes to their work are very good. There are very good relationships in the school. The school is well led and managed and provides very good value for money.

What the school does well

- It provides a very successful climate for learning and pupils have developed very good attitudes to their work. This has resulted in good standards in English, mathematics and in aspects of science by the time pupils leave the school.
- Teaching and learning is a strength of the school.
- The arrangements the school makes for the care of its pupils, including those with special educational needs is very good. This ensures that pupils' relationships and their behaviour is very good.
- The headteacher, with the support of the deputy headteacher and governors, provides outstanding leadership and a clear educational direction for the school.

What could be improved

- Attainment in information and communication technology by the time pupils leave the school and the use of computers to support learning across a range of subjects.
- The leadership role of some subject co-ordinators to ensure further development of their subject and a consistent whole school approach

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 November 1996. It has overcome most of the weaknesses pointed out then and has improved in a number of other ways. With regard to key issues in the previous report, the school has developed schemes of work for each subject, although the scheme for information and communication technology is still incomplete. There is now a consistent approach to short-term planning and pupils have developed sound independent learning skills. The governing body now plays a strategic role in the life of the school. Staff development is effectively linked to the school development plan. There is still a need, however, to develop the role of some of the subject co-ordinators and there is still some inconsistency in the way assessment records are kept.

In addition, the leadership has introduced other improvements. For example, the quality of teaching has improved. This is mainly due to improved lesson planning, the sharing of good practice and the monitoring and observation carried out by the headteacher. The school has introduced the new literacy and numeracy strategies well. These have improved standards and raised pupils' interest in English and mathematics. The quality of pupils' writing, as well as their handwriting, has improved. There has been

a good improvement in the resources for music, information and communication technology, English and mathematics. The numbers of support staff have increased; their work is of high quality and they now make a major contribution to the progress made by pupils of all abilities. The curriculum experienced by children under five and in the reception class is now based on the recommended Early Learning Goals and is of high quality. The school has a good capacity to make further improvements.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	B	A	A	A
Writing	B	A	B	A
Mathematics	C	B	B	B

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

- Although there are no national comparative figures available for the National Curriculum tests in the Year 2000, the results of the tests at Scissett First School again indicate good and very good results. All these results indicate good or very good progress by the end of Key Stage 1 from the level of attainment on entry to the school, which in most years is average overall.
- The good progress is maintained in Key Stage 2, as the inspection findings indicate above average results in English, mathematics and science by the time the pupils leave school.
- Attainment in information and communication technology is in line with national expectations at the end of Key Stage 1 but below the national expectation by the time pupils leave the school.
- Religious education was not inspected for this report.
- Attainment in literacy and numeracy is above the national expectation at the end of Key Stage 1 and by the time pupils leave the school.
- The school has maintained its high standards in the core subjects of English, mathematics and science over the last few years and reached all the targets the school has set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They are responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Pupils are usually very well behaved in the classrooms and playground. They are polite and courteous to each other and to adults.
Personal development and relationships	Personal development and relationships throughout the school are very good.
Attendance	Very good

Pupils care for each other, respect each other's views and most show a great deal of confidence by the time they leave the school. Personal development is enhanced by the many opportunities given to pupils to take responsibility, such as taking part in assemblies and participating in school performances.

Older pupils also develop responsibilities to assist younger pupils. For example, they regularly listen to them read.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Good	Ranges from satisfactory to excellent. Overall it is 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.

- Throughout the school the quality of teaching and learning is mainly good with some very good or excellent teaching in most subjects. Ninety two per cent of the teaching is good or better. Forty six per cent of the teaching is very good or excellent. A small amount of teaching, 8 per cent, is satisfactory. No unsatisfactory teaching was seen. This level of teaching indicates that overall, teaching is a strength of the school and pupils successfully acquire the skills, knowledge and understanding of most of the subjects they are studying.
- Particular strengths in the teaching are teachers' own knowledge of most of the subjects they teach, their high expectations of pupils' work and behaviour and the well thought out ideas which motivate pupils well. Teachers also use the many skills of the support staff very well. In most lessons, work is well planned to meet the needs of all pupils whatever their strengths or weaknesses.
- There is a weakness in the teaching of information and communication technology. Some teachers have a weaker knowledge of this subject and throughout the school computers are underused to support learning across a range of subjects.
- The new strategies for teaching literacy and numeracy have been introduced well and the quality of teaching in these areas is good or better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good broad and balanced curriculum. The curriculum for children under five is very good. Some aspects of the curriculum for information and communication technology are not yet in place.
Provision for pupils with special educational needs	Very good provision both in class and when groups are withdrawn.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good. The provision for cultural development is good.
How well the school cares for its pupils	The school has very good arrangements for caring for its pupils.

There are effective links with parents. For example, a recent scheme involves close links with parents of children who have just started school. Also, the school has run sessions for parents to explain the new literacy and numeracy strategies. The school needs to improve the provision it makes to prepare pupils for living in a multi cultural society. The procedures for child protection and ensuring pupils' welfare are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher is excellent. She is well supported by the deputy headteacher. The monitoring and evaluation role of some of the subject co-ordinators is in need of further development.
How well the governors fulfil their responsibilities	The governing body fulfil all their responsibilities well. The chair of the governing body is very supportive and works closely with the headteacher.
The school's evaluation of its performance	The headteacher, staff and governors are fully aware of the school's performance. They have a clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used well. All money available to the school is spent wisely and carefully.

The headteacher has been very effective in deciding the school's priorities for development. For example, she has created a very successful team of teaching and support staff who are all dedicated to raising the quality of all aspects of school life. The school always applies the principles of getting best value.

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 the school. • Children are making good progress. • Teaching is good. • They can approach the staff with any problems. • Children are expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside lessons. • Children get the right amount of work to do at home. • Behaviour in the school is good • They are kept well informed about how their children are getting on. 	<ul style="list-style-type: none"> • A very few parents feel that they would like to be better informed about their child's progress. • A very few parents feel that the school does not work closely with its parents. • A very few parents felt that aspects of the teaching were unsatisfactory. • A few parents felt that their child did not get the right amount of homework. • A very few parents felt that the school does not provide an interesting range of activities outside classrooms.

Inspectors' judgements support parents' very positive views about the school. They also judged that the way the school reports to parents about their child's progress is good and that the school works very closely with its parents. Inspectors judged from observations and inspecting children's work that teaching is at least satisfactory and mainly good or very good, with some excellent teaching. The school also provides a very interesting range of activities outside normal lessons. Inspectors judged, however, that although the amount of homework is broadly adequate, it is sometimes given inconsistently and not always marked.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It provides a very successful climate for learning and pupils have developed very good attitudes to their work. This has resulted in good standards in English, mathematics and in aspects of science by the time pupils leave the school.

- 1 The headteacher, staff and governors have created an atmosphere where pupils want to learn. Classrooms are laid out to stimulate learning and pupils are encouraged to take a pride in their work in their books and in that which is displayed on the walls. The caring attitude, which is displayed by all the staff, together with a high expectation that pupils should always produce their best work, creates a very good working atmosphere. In addition to the basic work in the classroom, the climate for learning is further enhanced by visitors into school and by many visits out of school to places of educational interest. For example, the yearly visit to a local field studies centre gives many opportunities to study science in a practical and exciting way. Visitors into school include a local policeman who raises issues about drugs awareness, also a visitor who operates an African workshop and a local farmer who talks about aspects of agricultural science on his farm.

- 2 Pupils' attitudes to their learning are very good. Pupils are interested in their work. For example, in one science lesson, pupils in Year 5 concentrated hard for long periods to record their ideas about seed dispersal. They were given a wide variety of plants with fruits and seed-heads. They observed their characteristics carefully, often using a magnifying glass. Through discussion and research, they then suggested how the seeds might be dispersed around the countryside. Pupils respond positively to questions and make very effective contributions to the learning objectives of the lesson. Pupils enjoy lessons. They work well in pairs and are responsive to their teachers. For example, in a physical education lesson, pupils in Year 2 worked well in pairs to produce a variety of shapes and patterns when interpreting the rhythmic sound of a tambourine. They followed the teacher's guidance well then created their own shapes, which they proudly demonstrated to others. Children under five, although they have only been in school for a short time, are beginning to pay attention and are enthusiastic about learning and are starting to listen well. The contribution of the staff to this successful learning atmosphere, together with the very good attitudes of the children, has resulted in high achievements in the National Curriculum tests at the end of Key Stage 1. The latest tests, which can be compared to the national standards were in 1999. Pupils achieved above the national average in writing and mathematics and well above the national averages in reading. The tests carried out at the end of the summer term in this year have also produced similar high standards for pupils at the end of Key Stage 1. The inspection findings also indicate above average results in English, mathematics and in aspects of science by the time pupils leave the school at the end of Year 5.

Teaching and learning is a strength of the school.

- 3 Just under half the teaching seen was very good or excellent. The rest of the teaching was mainly good with a small amount of satisfactory teaching. No unsatisfactory teaching was seen. Throughout the school, teachers prepare their lessons well by identifying precise learning objectives. These objectives are usually shared with the pupils, which helps them to be clear about what is expected from them. Lessons proceed at a good pace and are usually well structured with a step by

step approach. This usually results in motivating pupils and sustaining their interest to the end of the lesson. These features, together with teachers' enthusiasm about their work and their good classroom management and discipline, contribute significantly to the standards achieved and the good progress pupils make.

- 4 Teachers also plan a wide range of stimulating and well thought out ideas. This was seen in a Year 5 literacy lesson. The teacher used three exciting introductions to three stories. She read one out to the class with great enthusiasm and expression. This demonstrated that certain words can have a great impact on the reader, encouraging further interest. This motivated the pupils to think of their own impact words. They began then to weave these into their own story. This approach was very effective and made a strong impression on the pupils.
- 5 The teaching of the basic skills of literacy and numeracy is good and often very good in almost all lessons. For example, good quality written work was observed in pupils' books in subjects like history and geography. Teachers also take every opportunity to extend pupils' vocabulary in subjects like science. In a science lesson on astronomy for pupils from Years 3 and 4, they were introduced to words like galaxy, solar system and orbit. Many were able to explain these words and use them with ease. They also understood the mathematical concept of scale as they compared relative sizes of the earth and the sun by using the analogy of a pinhead and a football. Teachers also take every opportunity in their lessons to encourage and develop the basic skills of speaking and listening. Handwriting is of a high standard by the time pupils leave the school.
- 6 Teachers' subject knowledge in many areas is good and this enables them to prepare stimulating lessons with interesting activities. This was seen in a mathematics lesson for pupils in Year 5. The teacher's good knowledge enabled her to devise an exciting activity of doubling and halving large numbers. The use of the number 360 enabled this to be related to the points of a compass and the angles created. This stimulating mental arithmetic exercise was thoroughly enjoyed by the pupils, who responded well by answering questions rapidly and effectively. Another example was seen in a music lesson, with close links to dance and drama. The teacher's good knowledge of both music and dance, enabled her to give a strong lead in emphasising the importance of technique and movement as pupils enacted the story of Moses. Many teachers, however, have a weaker subject knowledge in information and communication technology.
- 7 Teaching and learning in the foundation stage for children under five and pupils in the reception class is of good quality and an improvement since the last inspection. Children are offered a good early years curriculum based on the Early Learning Goals. The class teacher and nursery nurse have a shared understanding and a consistent approach to children's learning and provide a rich environment. Relationships are warm and supportive. Lessons are delivered with well chosen activities that capitalise on the growing interests and understanding of the children. This environment is resulting in the rapid development of confidence. The children seen during the inspection had only been in school a short time but already their speaking and listening skills were improving. The teacher has good assessment records, which are linked to children's earlier experiences in play school or nursery school. These are used well to plan future work. Good home-school links have been established and this has strengthened the quality of teaching and learning both at school and at home.

The arrangements the school makes for the care of its pupils, including those with special educational needs is very good. This ensures that pupils' relationships and their behaviour is very good.

- 8 The Christian aims of the school are reflected in its everyday life. The school provides very well for the moral development of its pupils. For example, very caring and responsible relationships exist between staff and pupils and emphasise the principles of distinguishing right from wrong. The school expects very good behaviour from its pupils and almost all pupils demonstrate a clear compliance with the moral code promoted by the school.
- 9 The procedures for child protection and ensuring pupils' welfare and safety are very good. There is a named teacher who has undergone the correct training and all staff are aware of all the procedures. The procedures to raise attendance are also very good and attendance is higher than the national average. The school has an effective health and safety policy. The school aims to introduce all children to all aspects of health and drug education.
- 10 The provision for the support of pupils with special educational needs is very good, both within the classroom and during withdrawal sessions. A strength of the school is the contribution made by the support assistants. The quality of this support, for all pupils, as well as those with special educational needs, is of high quality. All support assistants are well briefed and work closely with either the class teacher or the special educational needs co-ordinator. They are fully aware of the individual needs of the pupils. The Individual Education Programmes for pupils with special educational needs are of good quality and all staff use them well to prepare appropriate work in lessons matched to pupils' needs. As a result of all this support, pupils with special educational needs make very good progress.
- 11 The headteacher and staff have encouraged very good relationships throughout the school and these are very good. During the inspection, pupils were seen to be polite and helpful to each other. They share resources during lessons and work well together, giving mutual support and help. For example, pupils in class 5 share reading sessions with pupils in class 1. This helps the younger pupils and gives a sense of responsibility to the older pupils.

The headteacher, with the support of the deputy headteacher and governors, provides outstanding leadership and a clear educational direction for the school.

- 12 The headteacher is a very effective leader. She has developed a strong sense of purpose amongst the staff. She has encouraged all staff to feel part of a team. She has also led the governors to take a more active and supportive role in the life of the school. She has taken decisive steps to move the school forward with a clear educational direction. There is now a shared commitment to strive for constant improvement.
- 13 The headteacher has been involved in monitoring and evaluating both the teaching and the teachers' planning. She has given support and guidance to the staff to address areas of weakness in the teaching. This has been effective. For example, the quality of the teaching has improved considerably since the previous inspection, where there was a high proportion of teaching which was only satisfactory. Most of the teaching now is good or better.

- 14 The headteacher works very closely with her deputy headteacher and chair of the governing body. This is a very effective partnership. For example, the school development plan is produced with all staff and the governing body. This is a good management document. It is carefully costed and provides a clear framework for action. Funding is linked to priorities and there are good strategies outlined for implementation and evaluation.
- 15 The governing body gives sound leadership and provides good support. The chair of the governing body is fully committed to the school and regularly engages in professional dialogue with the headteacher. The chair of the finance committee keeps a close check on all spending and is fully aware of the effectiveness of previous spending. For example, he is aware that money spent on resources for teaching literacy, in addition to the standard grant given, has produced high standards. Members of the governing body have been appointed to support literacy, numeracy and pupils with special educational needs. This support has been effective. For example, the governor with the responsibility for numeracy has helped to set up and run a mathematics games lending library for pupils every week. This has been well supported. The leadership has developed an excellent ethos in the school. This is exemplified by very good attitudes to work, the very good relationships and the commitment by all to raise standards further. There is a commitment to equal opportunities for all. Very careful financial planning effectively supports educational developments and priorities. The school wisely uses the money at its disposal and the headteacher, school secretary and chair of the governors financial committee are aware of the need to get the best value for its pupils. For example, the school's finances are in very good order and sufficient reserves are in place to deal with the identified priorities, which include further improvement to the school buildings and important extra resources for mathematics. The management systems now in place, including the very effective leadership by the headteacher, deputy headteacher, dedicated team of teachers, support staff and governors, have ensured a number of important improvements since the last inspection. The school has now a very good capacity to develop further improvements.

WHAT COULD BE IMPROVED

Attainment in information and communication technology by the time pupils leave the school and the use of computers to support learning across a range of subjects.

- 16 The school has worked hard to raise the quality and range of all computers and computer software. All classrooms now have good quality equipment. Attainment at the end of Key Stage 1 is in line with national expectations. Pupils are familiar with the basic operation of the computer and know some of its main uses. On occasions, they use programs which reinforce learning in literacy and numeracy. However, in Key Stage 2 and by the time the pupils leave the school, many do not have a satisfactory grasp of all aspects of the subject. For example, in word processing, although pupils can select text and alter style, some find it difficult to alter font size and colour. Some pupils are very familiar with all the commands available, especially those who have computers at home. However, others have only limited knowledge and, at times, lack confidence. Generally, pupils' skills are developing well but attainment of the older pupils is still below national expectations.
- 17 Another weakness in information and communication technology is the limitation on its use to support learning across a range of subjects. For example, although it is well used, on occasions, in English and mathematics, it has not always a natural

learning tool across the curriculum. One area that is less well developed is the use of CD-ROMs to support personal research in a range of different subjects. Also, the use of computers to interpret stored information or produce graphs, which again can provide support for a range of subjects. There are, however, some good examples of where this is done well. Pupils in Years 3 and 4, for instance, downloaded information on weather and interpreted the data well.

- 18 The school is aware that this is an area they need to develop much further. For example, they know that there is a need to develop teachers' own knowledge and confidence in using computers. This has been identified in the school development plan for future training. The school has also identified a number of areas of the information and communication technology curriculum which are still not covered. There are no assessment procedures as yet to identify individual weaknesses or plan future work effectively. The present information and communication technology guidelines are inadequate and the school has plans to adopt an appropriate scheme of work which will cover all statutory requirements.

The leadership role of some subject co-ordinators to ensure further development of their subject and a consistent whole-school approach.

- 19 Some of the subject co-ordinators carry out their responsibilities well. For example, the co-ordinator for literacy has observed teachers in their classrooms, monitored their planning and analysed some of the work done by the pupils. She has also participated in specific training out of school, after which she has developed training for the staff. However, many aspects of the co-ordinator's role in other subjects are in need of further development in order that teachers can take a more active role in the leadership of their subject. They will then have a clearer picture of how to develop teachers' knowledge and understanding, as well as assessing the progress pupils make in their subject as they move through the school. There is also a need to revise policies and some schemes of work in the light of the new Curriculum 2000.
- 20 In numeracy, the co-ordinator has been involved in supporting and monitoring teachers' planning. She has also observed all teachers teach numeracy but has not yet given formal feedback. She is shortly to receive training to prepare her for this. She is aware also that, although the present assessment arrangements in mathematics are broadly satisfactory, there is no overall standardised system. This makes the evaluation of pupils' progress more difficult to calculate as they move up the school. Also, it is more difficult for teachers to use the assessment records when planning future work.
- 21 In science, many aspects are taught well and pupils attain high standards in some areas of science. Nevertheless, the co-ordinator is aware that there is a need to develop a similar approach to the teaching of science across the school and especially in the experimental and investigational aspect. For example, pupils do not always approach science investigations in the same manner. With some teachers, there is always an emphasis on predicting the outcome of the experiments and setting up a test which is fair. This type of approach is not always consistent. The policy is also in need of revision in the light of the new commercial scheme, which has just been introduced and also the new national arrangements for Curriculum 2000. All teachers have worked hard to introduce the literacy and numeracy strategies over the last two years and are aware that many other subjects are now in need of further refinement to ensure a consistent whole-school approach.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22 To maintain the quality of education and promote further development, the governing body, headteacher and staff should:

- Raise attainment in information and communication technology by:
 - ensuring coverage of all areas of the required curriculum;
 - improving teachers' confidence in using computers and developing their subject knowledge;
 - introducing a suitable scheme of work;
 - providing assessment opportunities to record pupils' progress in order to plan future work more effectively;
 - extending the use of information and communication technology to support learning across a range of subjects.(These are indicated in paragraphs 6, 7 and 8).

- Extend the leadership role of some subject co-ordinators to ensure further development of their subjects and a consistent whole school approach by:
 - providing opportunities to monitor and evaluate the teaching, the teachers' planning and pupils' work in their subjects;
 - introducing a consistent approach to assessment procedures, assessment records and the use of assessment to inform future planning, in those subjects where this is thought to be a priority;
 - revising policies and some schemes of work to conform to the new Curriculum 2000.(These are indicated in paragraphs 19, 20 and 21).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	31	46	8	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	YR - Y5
Number of pupils on the school's roll (FTE for part-time pupils)	129
Number of full-time pupils eligible for free school meals	11
Special educational needs	YR - Y5
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	39
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	13
	Girls	12	11	12
	Total	25	22	25
Percentage of pupils at NC level 2 or above	School	92.6 (89.3)	81.5 (92.8)	92.6 (78.6)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	12	12	12
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	100 (89.3)	100 (85.7)	96.3 (75)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	1
Pakistani	-
Bangladeshi	-
Chinese	-
White	122
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	1	-
Other minority ethnic groups	-	-

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 – Y5

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.5
Average class size	26

Education support staff: YR – Y5

Total number of education support staff	6
Total aggregate hours worked per week	128

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	268,460
Total expenditure	265,967
Expenditure per pupil	1,761.37
Balance brought forward from previous year	20,120
Balance carried forward to next year	22,613

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	99
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1	0	0
My child is making good progress in school.	44	51	4	0	1
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	29	44	22	4	1
The teaching is good.	59	36	4	0	1
I am kept well informed about how my child is getting on.	36	49	14	1	0
I would feel comfortable about approaching the school with questions or a problem.	66	33	1	0	0
The school expects my child to work hard and achieve his or her best.	56	40	3	0	1
The school works closely with parents.	33	55	12	0	0
The school is well led and managed.	67	26	5	1	0
The school is helping my child become mature and responsible.	55	42	3	0	0
The school provides an interesting range of activities outside lessons.	26	58	15	1	0