

## **INSPECTION REPORT**

### **SANDFORD PRIMARY SCHOOL**

Sandford

LEA area: North West Somerset

Unique reference number: 109100

Headteacher: Mr R Strawbridge

Reporting inspector: Mr P Kemble  
7269

Dates of inspection: 30<sup>th</sup> September – 1<sup>st</sup> October 2002

Inspection number: 246871

Short inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Greenhill Road  
Sandford  
North Somerset

Postcode: BS25 5PA

Telephone number: 01934 852602

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Appropriate authority: The governing body

Name of chair of governors: Mrs B Heal

Date of previous inspection: 2<sup>nd</sup> March 1998

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

Sandford Primary School is a smaller than average school. There are 128 pupils on roll, including 16 children in the Foundation Stage. There are 66 boys and 62 girls. The number on roll is higher than at the time of the previous inspection and another class has been established since then. This reflects the increased popularity of the school in the local area. Pupils attend the school from the village of Sandford and from a wide area, a large proportion of pupils attending from outside the school's designated catchment area. Pupils come from a mixture of owner-occupied and rented homes. Overall, the social circumstances of homes are favourable. Children's attainment on entry into reception varies from year to year, but is generally average. Virtually all pupils (97.4 per cent) are from white ethnic backgrounds. Thirty-four pupils (26.5 per cent) are on the register of pupils with special educational needs, a figure which is broadly in line with the national average. Four pupils (3.1 per cent) have statements of special educational need, which is above average. Six pupils (5.35 per cent) are eligible for free school meals, a figure below the national average. The school has for some years been functioning in poor quality accommodation. During the inspection, staff and pupils were working in difficult circumstances in unused school accommodation in a nearby village whilst work on the construction of a new school in Sandford was underway.

## **HOW GOOD THE SCHOOL IS**

Sandford Primary School is a very effective school with many strengths. Standards in English and mathematics are well above average by the age of eleven. When these standards are judged against levels of attainment on entry into school, pupils of all abilities make good and often very good progress. The good progress that pupils make is the result of the very good quality of teaching throughout the school. The headteacher and staff have high expectations of pupils' academic and social achievements. Pupils benefit from very good provision for their personal development, strong teamwork amongst teaching and non-teaching staff, an interesting and varied curriculum and an excellent commitment amongst all staff to improve further. The school's links with its parents and the local community are strong. The school gives good value for money.

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

- Standards in English and mathematics are above average by the age of eleven. Pupils also achieve well in science, art and design, design and technology, history, information and communication technology, music and religious education.
- Leadership and management by the headteacher are excellent, and he is well supported by staff and governors.
- The quality of teaching and learning is good overall, and is often very good.
- Pupils' attitudes to school and their work are very good. They have good relationships with each other and with all adults in the school. Levels of attendance are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Standards of care are very good.
- Pupils benefit from the school's very good links with parents and the local community.

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in March 1998 and has made a good improvement since then. This is mainly due to the headteacher's leadership, improvements to the quality of teaching and learning and raised expectations of pupils' academic and social achievements. Weaknesses highlighted in the previous report have been dealt with successfully. Planning is now based firmly on national requirements

and guidelines. Procedures for assessing pupils' achievements are very effective. The work of subject co-ordinators now has a significant impact on pupils' standards. There is a comprehensive programme of training for teaching and non-teaching staff. Teaching time has been reviewed and adjusted. Standards in geography and design and technology have been improved and are now above average. Procedures for the monitoring and evaluation of the quality of teaching and learning are significantly more effective. Standards in mathematics and science have made a good improvement. Attendance levels are well above average.

## STANDARDS

The number of boys and girls taking the national tests and assessments at the age of seven and eleven each year is often less than ten. Consequently, comparison of the school's results with national averages and those of similar schools is not a reliable measure of achievement. What the results at the age of eleven do show is that, over time, they have risen at a greater rate than the national trend and that they are often well above average. In 2002, results in mathematics and science were very high, in the top five per cent nationally. Results in English were well above average. Pupils' level of attainment on entry into school varies from year to year and has a significant impact on standards at the end of each key stage. For example, results of national tests and assessments at the age of seven show a decline between 1998 and 2000 and then an improvement in 2001 and 2002. However, school data shows that, in each of those years, pupils made good progress from the time they entered school. Standards in English and mathematics in Year 6 at the time of the inspection were above average and it is likely that pupils will achieve the targets set by the school in the 2003 national tests for pupils aged eleven.

Children in the Foundation Stage make good progress and achieve well in communication, language and literacy and mathematics. During the inspection, standards in writing and mathematics in Year 2 were average. Standards in speaking and listening and reading were above average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. In the Foundation Stage and in Years 1–6, pupils have very good levels of concentration, work hard and tackle their tasks with enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous to staff, visitors to school and to each other.
Personal development and relationships	Very good. Pupils co-operate very well in group activities, assemblies and during playtimes. They show considerable respect for adults and for each other, with older pupils showing care for, and tolerance of, younger pupils.
Attendance	Very good. There is very little unauthorised absence. Registration meets statutory requirements.

Pupils' very good attitudes to their work are particularly evident when they work unsupervised whilst their teachers focus on other pupils. They sustain a good pace to their learning and show mature and responsible attitudes to their tasks.

## TEACHING AND LEARNING

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

During the inspection, 27 lessons or parts of lessons were observed. The quality of teaching and learning was at least good in 96 per cent of these, including 25 per cent of lessons that were very good. One teaching session was judged to be excellent. Good lessons were seen in all five classes. Very good lessons were observed in English, mathematics, science, religious education and personal, social and health education. There was no unsatisfactory teaching.

The quality of teaching and learning is good overall and meets the needs of all pupils well. The teaching of basic skills in literacy and numeracy is particularly good. Teachers use other subjects of the curriculum very effectively to develop pupils' literacy skills and, as a result, pupils produce imaginative stories and poems from an early age. Numeracy skills are taught very well because teachers plan interesting activities that stimulate and motivate pupils. The quality of teaching and learning is good in all the subjects observed during the inspection. Teachers have high expectations of what pupils can achieve and match work closely to pupils' needs. Teamwork amongst teaching and non-teaching staff is excellent. Consequently, pupils requiring additional support benefit from well-planned activities delivered by learning support assistants. The level of respect that teachers show pupils is very good. It contributes significantly to pupils' very good attitudes and behaviour and to their good rate of progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The Foundation Stage curriculum is well planned and covers all nationally agreed areas. There is a strong emphasis on enriching pupils' experiences in all classes through regular curriculum weeks which focus on a specific subject, and an extensive programme of visits, visitors and residential trips. Provision for pupils' personal, social and health education is very good.
Provision for pupils with special educational needs	Very good. Pupils' special needs are often identified at an early age. Individual education plans contain manageable targets and progress towards these is regularly reviewed with both pupils and parents.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Pupils' all-round development is promoted very well through well-planned activities in lessons and in other aspects of school life. Spiritual development is promoted effectively in assemblies and by teachers sharing pupils' enjoyment of learning experiences. Pupils are actively encouraged to be responsible, show initiative and work hard. The school council provides an effective forum for pupils to express their views and opinions.
How well the school cares for its pupils	Very well. The attention given to pupils' welfare and safety is of a high standard, with excellent support and guidance for pupils. Procedures for assessing pupils' achievements are very good. Information gathered is used effectively to match tasks closely to pupils' needs.

Parents' views of the school are very positive and they make a significant contribution to school life through financial support, by helping in classrooms and attending school events. The school's partnership with members of the local community is very good, involving them at every opportunity.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and a clear direction to the life and work of the school. He is very well supported by all staff, who carry out their roles and responsibilities conscientiously and effectively. Teamwork and a commitment to high standards are very strong, with staff and governors working together to establish targets for improvement and monitoring progress towards achieving them.
How well the governors fulfil their responsibilities	Very well. Members of the governing body have very good knowledge and understanding of the school's strengths and areas for improvement. They give very good support to the headteacher and staff.
The school's evaluation of its performance	Very effective. The headteacher, staff and governors look critically at how well the school is doing. They establish appropriate priorities in the school development plan and take decisive action to bring about improvements.
The strategic use of resources	Very good. Staffing and finances are used very effectively to promote high standards. The budget is managed very well and best value sought in all expenditure. Sustained action over recent years has been successful in bringing about the building of a new school to replace sub-standard accommodation.

Governors and staff have worked extremely hard, with considerable success, to make sure that the transfer of the school to its present location in temporary accommodation does not disrupt pupils' education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school, make good progress and behave well.</li> <li>Standards of teaching are good and teachers have high expectations of children's academic and social achievements.</li> <li>Children are helped to become mature and responsible.</li> <li>The school deals effectively with questions or problems.</li> <li>The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of homework set is not appropriate.</li> <li>The school does not keep parents well enough informed about their children's progress.</li> <li>The school does not work closely enough with parents.</li> </ul>

Inspectors agree with all the aspects that please parents. Inspectors judge that the amount of homework is typical of most other primary schools and that it contributes well to raising pupils' standards, particularly in reading. Inspectors consider that the school's procedures for letting parents know how their children are progressing are very good. The school's openness to parents, the good levels of information provided for them and the very good provision for children who need additional support lead inspectors to judge that the school works very closely with parents.

## **PART B: COMMENTARY**

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

**Standards in English and mathematics are above average by the age of eleven. Pupils also achieve well in science, art and design, design and technology, history, information and communication technology, music, and religious education.**

1. There is a strong commitment amongst all staff to improve pupils' academic and social development. Teachers have high expectations of what pupils can achieve and plan a very broad and balanced curriculum for children in the Foundation Stage and for pupils in Years 1–6. As a consequence of this, pupils throughout the school make good progress and achieve well in relation to their levels of attainment on entry into reception. There are no significant differences between the achievements of boys and girls. Parents are pleased with the standards that their children attain.
2. When children enter the reception year, their levels of attainment in language, mathematics and social development are typically about average. The quality of teaching is good overall. Staff build effectively on pupils' attainments by providing well-planned and interesting activities that are based closely on the six required areas of learning for the Foundation Stage. Children make good progress and achieve well. By the time they enter Year 1, the majority has exceeded the nationally expected standards in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, and creative and physical development. Children are well prepared for their work in Year 1 and Year 2. For example, levels of co-operation are good for their age. They are confident speakers and join in discussions and answer questions enthusiastically. Children recognise and read a wide range of words, count and recognise numbers competently and express themselves well in creative activities such as art and music.
3. The number of pupils taking the national tests and assessments each year at the ages of seven and eleven are small, and so a comparison of results with those of all schools nationally and with similar schools is not reliable. Results at the age of eleven, nevertheless, show a steady improvement over time, above the national trend. English results since 1998 have been consistently well above average, and results have been well above average in mathematics and science since 2000. In 2002, results in mathematics and science were very high, in the top five per cent nationally. Results in English were well above average. There is a close link between pupils' levels of attainment on entry into school and the results they achieve in national tests at the ages of seven and eleven. This is illustrated by the trend in results for pupils aged seven in reading, writing and mathematics. These show a decline between 1998 and 2000 and a rise from 2001 to 2002. School data, however, shows that pupils in those years made good progress when compared with their levels of attainment on entry. There are no significant differences between the achievements of boys and girls.
4. Inspection evidence gained from lesson observations, a scrutiny of pupils' work, classroom displays and discussions with pupils show that in Year 2 pupils' standards in reading and speaking and listening are above average. Standards in mathematics and science are average. In Year 6, pupils' standards are above average in English, mathematics and science. Staff have implemented the National Literacy and Numeracy Strategies very well and pupils benefit from interesting, motivating activities. Improvements to the quality of teaching and learning and procedures for assessing pupils' achievements have also contributed to the maintenance of high

standards at the age of eleven. The development of good quality schemes of work, based on national guidelines, has helped pupils in Years 1–6 to achieve above average standards in art and design, design and technology, history, information and communication technology, music and religious education. These standards, with the exception of religious education where above average standards have been maintained, are all improvements on those reported at the time of the previous inspection. Standards in design and technology have improved significantly from below average levels. There was insufficient evidence gathered during the inspection to verify the school's view that standards in geography have made a good improvement from the below average standards reported at the time of the previous inspection or to make a judgement about standards in physical education. Overall, the improvement in standards reflects the high expectations teachers have of pupils' achievements and the very good attitudes pupils have to their work.

5. Reading is taught very well throughout the school and, as a result, pupils achieve well and make good progress. Staff have effectively adapted the National Literacy Strategy guidelines on group reading by giving additional time to this activity in class timetables. Teachers and learning support assistants work well with individuals and groups of pupils, extending pupils' knowledge and understanding of phonics, strategies for working out difficult words and skills needed to gain information from non-fiction books. Consequently, pupils in Years 1 and 2 confidently use the index and contents sections of books when searching for relevant information. By the age of seven, most pupils are confident readers and many read with expression. By the age of eleven, pupils' above average reading skills and enjoyment of books make a significant contribution to the standards achieved in English, as well as other subjects of the curriculum. Parents play an important part in the development of pupils' reading skills by hearing their children read at home and liaising with class teachers through comments written in reading diaries.
6. Pupils' standards of speaking and listening are a particular strength of English throughout the school. From the Foundation Stage onwards, pupils are encouraged to express their views and opinions, take part in discussions and answer questions. The quality of whole class discussions at the beginning and end of lessons is often high as pupils speak confidently and clearly. For example, reception and Year 1 pupils were observed speaking fluently and articulately as they described to the whole class parts of a story the teacher had told them. Higher attaining pupils showed a good awareness of their audience by varying the way they spoke. Pupils listened to the speakers with rapt attention and obvious enjoyment. Year 6 pupils were observed sitting in a circle expressing their personal views and opinions on family matters. Pupils made thoughtful, considered observations, which were responded to by others and the quality of discussion was high.
7. Teachers use a wide range of strategies to encourage pupils to write freely and at length. As a result, pupils make good progress in Years 1 and 2 in sentence construction, use of interesting words and phrases and in the development of neat, joined handwriting. By the age of eleven, many pupils write quickly and neatly and achieve high standards in their stories, poems, letters and accounts. For example, pupils are encouraged to write their initial thoughts down quickly in draft form, often using special exercise books for this purpose. Work is then re-drafted into a more accurate version, with more attention to detail such as spelling, paragraphs and use of interesting words. Scrutiny of pupils' work in Years 1–6 shows numerous examples of writing of a good standard resulting from this method, with neat handwriting and carefully presented work. Teachers are successful in promoting pupils' writing skills in

other subjects, for example in history, with Year 6 pupils writing vivid accounts of the Charge of the Light Brigade.

8. Pupils achieve well in mathematics because teachers have made very effective use of the National Numeracy Strategy guidelines to raise their expectations of what pupils can achieve. This is one of the main reasons why pupils' standards by the age of eleven, as shown by the results of the national tests over time, have risen from average in 1998 to very high in 2002. Teachers' plans show that they all follow a similar format to lessons, with lively whole class introductions based on mental activities, interesting group tasks and helpful review sessions at the end of lessons when crucial learning points are discussed. A significant aspect of lessons is that teachers regularly ask pupils to explain the methods they have used to achieve their answers. This was a characteristic of all the mathematics lessons seen during the inspection. For example, Year 2 pupils explained how they had added together three amounts of money. Years 3 and 4 pupils told how they had formulated various ways of achieving a given number, such as 200, by using addition, subtraction and multiplication of numbers. There is strong focus on different ways to tackle problems and pupils are encouraged to solve problems systematically. Year 6 pupils were observed using a problem-solving checklist to look for the cheapest airline costs to various destinations. They used their previous knowledge and understanding of number facts and multiplication tables well as they worked. They made good gains in their ability to think a problem through, and in estimating the likely answer, before attempting to commit their solution to paper.
9. Pupils achieve well in science because teachers plan regular opportunities for them to tackle investigations and experiments. In all the lessons seen during the inspection, pupils were encouraged to think about what they had learned previously in order to help them with the next stage in their learning. For example, reception and Year 1 pupils talked with their teacher about different types of materials they had looked at in a previous lesson. This helped them to focus their thoughts on looking around the school for examples of a new selection of materials, namely glass, clay and sand. Year 2 pupils showed good observational skills, and knowledge of previous learning, as they discussed the similarities and differences between a dog, a hamster and a goldfish brought in by parents. Pupils made good gains in their ability to classify living creatures as a result.
10. In other subjects of the curriculum, pupils benefit from the teachers' very good subject knowledge and enthusiasm in art and design, design and technology, history, information and communication technology, music and religious education and this helps them to achieve better than average standards in these subjects. Another significant contributory factor is the school's policy of planning enrichment activities each term. These take the form of either curriculum days or weeks, during which the whole school takes part in activities related to one subject such as science or design and technology. Visiting specialists help pupils work on particular skills such as art techniques, dance or drama. Parents are also involved, and at the parents' meeting prior to the inspection, expressed the importance of the school's enrichment work to

their own and their children's knowledge and understanding of particular subjects. In addition, a comprehensive programme of visits to the locality and further afield, visitors to school and residential trips for the pupils in Years 3–6 successfully extend pupils' learning experiences in a wide range of subjects.

11. In art and design and design and technology, pupils benefit from effective use of sketchbooks to prepare preliminary sketches and designs. As a result, pupils in Years 1–6 learn to give considerable thought to this aspect of their work and are skilful at basing subsequent pictures and models on these designs. Pupils make good progress in developing the ability to evaluate their work and make decisions on how it can be improved. Thinking skills, such as decision-making, are promoted well in other subjects. For example, in a Years 3 and 4 history lesson, pupils were observed using their previous knowledge and understanding of life in Tudor times to decide which activities Henry VIII would, or would not, have taken part in. Pupils discussed such things as hunting, composing music, cooking dinner and listening to the radio and made thoughtful observations about the reasons for their choices.
12. Pupils throughout the school use computers confidently and competently. Year 2 pupils load programs independently into a computer and are familiar with many of the functions of the various keys. They show good levels of understanding of basic wordprocessing skills, using capital letters, ordering text and printing their work. For Year 6 pupils, computers are an integral part of their learning in many areas of the curriculum. They send and receive e-mails, search the Internet for information and competently wordprocess their work. Pupils' good standards in information and communication technology make a significant contribution to the standards achieved in English, mathematics and science.
13. Teachers make effective use of music and physical education to develop pupils' confidence and self-esteem. An important aspect of pupils' learning in music is the good quality of whole school concerts and productions. All pupils are involved in these and, as in other subjects of the curriculum, time is allocated for a lengthy focus on a particular project. For example, pupils are involved in a project called 'Make A Musical' each year. Pupils in Years 1–6 also take part in music workshops with other local schools. Parents are very pleased with the high standards pupils achieve in singing and drama on these occasions. Physical education is used well to promote pupils' confidence through working as part of a team. As a result, the school has achieved some notable successes in sporting activities involving other schools.
14. Pupils with special educational needs receive very good support and make good progress towards the academic and social targets in their individual education plans. The school has invested a significant amount of its budget in employing and training learning support assistants to help individuals or groups of pupils who have been identified as requiring additional support. Teamwork amongst teachers and learning support assistants is excellent and pupils benefit from activities linked closely to class projects and themes. Pupils are set manageable targets by staff and are regularly involved in assessing how well they are progressing towards achieving these.

**Leadership and management by the headteacher are excellent, and he is well supported by staff and governors.**

15. The school has made a good improvement since the previous inspection. Standards in design and technology and geography were reported to be below average. Standards in English, mathematics and science were above average. In all other subjects, standards were average. Since that time, standards have risen to be in the top five per cent nationally in mathematics and science, and well above average in English, as shown by the results of national tests for pupils aged eleven in 2002. Standards in design and technology are now better than average, as are standards in art and design, history, information and communication technology, music and religious education. The numbers on roll have risen steadily, and a high proportion of pupils attends the school from outside the designated catchment area. These significant improvements in the standards and the school's popularity are largely due to the clear educational direction provided by the headteacher to the life and work of the school. He presents a very good role model to staff and pupils in the level of his commitment and enthusiasm. An important aspect of his leadership is the promotion of an all-round education for pupils, with a significant emphasis placed on pupils' personal, as well as their academic, development. The results of this are seen in the very good provision for pupils' spiritual, moral, social and cultural development, the effective provision for pupils' personal, social and health education, the successful inclusion of pupils of all abilities, backgrounds and gender in school life and the very good breadth and balance of the curriculum. Consequently, pupils develop confidence from an early age, and have very good attitudes to school, work hard and achieve well.
16. At the time of the previous inspection, procedures for the monitoring and evaluation of standards and the quality of teaching and learning were highlighted as requiring a major improvement. These procedures are now very good and have helped to raise standards and teachers' expectations of what pupils can achieve. There is now a positive climate of self-review evident in the school. The headteacher, staff and governors gather information on the school's progress towards targets set in the school development plan and analyse this evidence to establish the school's strengths and areas for improvement. All teaching and non-teaching staff are involved in these procedures. Subject co-ordinators work very hard, observing lessons, looking at pupils' work and monitoring teachers' lesson plans in order to advise colleagues how provision might be improved and standards raised. The headteacher maintains an effective overview of standards. He achieves this through his own monitoring and evaluation of teaching, lesson plans and pupils' work, as well as making sure that staff have sufficient opportunities to carry out their roles and responsibilities by, for example, taking their classes so that they can observe colleagues teach.
17. The headteacher's successful leadership is evident in the quality of teamwork he has promoted amongst staff and governors. When a subject is a priority in the school development plan, the teacher with the specific subject responsibility, in conjunction with her colleagues, manages the review, leads staff meetings and suggests the action to be taken. Governors and learning support assistants are involved in this process, contributing their views and opinions. As a result, all staff follow decisions made about how improvements are to be implemented and pupils benefit from high

levels of consistency in the way subjects are taught and policies promoted. The success of these arrangements can be seen, for instance, in the significant improvement in design and technology standards since the previous inspection.

18. These procedures illustrate the headteacher's successful delegation of responsibilities. He makes sure that teachers and learning support assistants have opportunities to improve their subject knowledge and expertise by attending training. The results of this are evident in the increased expectations staff have of pupils' academic and social achievements. Teachers are encouraged to use their subject expertise to benefit pupils in more than one class and take classes other than their own, particularly during enrichment weeks. This helps co-ordinators to further extend their knowledge and understanding of strengths and areas for improvement in their subjects and pupils gain from a progressive development of their skills between year groups and key stages.
19. Governors provide effective support to the life and work of the school and work well in partnership with the headteacher and staff. They carry out their roles and responsibilities very well. An important factor in their success is the way that they gather information for themselves on progress towards targets set in the school development plan. This is achieved through a good balance between formal and informal monitoring and evaluation procedures, which work well in the small school environment. They listen to parents, make regular visits to school, talk to staff and pupils and extend their knowledge of the curriculum through discussions with the headteacher and subject co-ordinators. Their significant contribution to the development of the school is evident in the sustained pressure they have exerted on the local education authority to find sufficient funds to replace the poor quality school buildings. This has been successful and a new school is currently under construction. The chair of governors works extremely hard in her commitment to the school, and her knowledge and understanding of the school's strengths and areas for improvement is very helpful in guiding fellow governors in the decision-making process.
20. Governors have been appropriately prudent in their financial planning over time, and have made sensible provision for necessary additional expenditure likely to be incurred once the new school building is complete. As a result, the budget surplus is somewhat larger than might be expected, but it is earmarked for specific spending in the near future. For example, governors are planning to equip the computer suite in the new school with 30 computers and have made sure that there is sufficient funding available to support this initiative. This is a good example of the governors' effective and efficient financial planning. Governors seek value for money in their expenditure at all times. For example, the effectiveness of funding for additional learning support assistants is assessed by an analysis of the achievements of individuals and groups of pupils who have been identified as having special educational needs. The increase since the previous inspection in the number of classes has been well managed by governors, with the appointment of experienced staff and spending on additional resources.

**The quality of teaching and learning is good overall, and is often very good.**

21. Twenty-seven lessons, or parts of lessons, were observed during the inspection. Twenty-six were judged to be good or better. Of these, seven were very good and one was excellent. One lesson was judged to be satisfactory. No lessons were unsatisfactory. Teaching is good overall at the Foundation Stage, and in Years 1–6. The quality of teaching and learning is good in English, mathematics, science, art and design, design and technology, history, information and communication technology, music and religious education. There was insufficient evidence to make valid judgements about the quality of teaching and learning in geography and physical education.
22. At the time of the previous inspection, the quality of teaching was reported to be better than is normally found. However, the number of lessons judged to be good was much lower than during this inspection and there was a small quantity of unsatisfactory teaching. The quality of teaching and learning has made a satisfactory improvement since the last report. This improvement is due to more effective monitoring and evaluation of standards by the headteacher and staff, higher expectations of what pupils can achieve and improvements to the ways teachers match work to pupils' needs. Teachers have a better knowledge and understanding of the National Curriculum levels of attainment and have developed a more analytical approach to evaluating school and national test and assessment data. This means that pupils are often challenged and stimulated by their tasks and move on at a good pace in their learning.
23. The teaching of pupils with special educational needs is good. Pupils, including those with physical disabilities, are fully included in all activities and achieve well as a result. Activities are linked closely to targets in pupils' individual education plans. Teachers and learning support assistants have a good knowledge of the targets and they use this knowledge very well to help pupils make good progress towards achieving them.
24. Children in the Foundation Stage benefit from their teacher's very good knowledge of the required curriculum. Activities are matched closely to children's needs, based on assessments of their attainments soon after they enter reception. During the inspection, children were working in temporary accommodation, which was rather cramped and not as stimulating and colourful an environment as might be expected. However, despite the difficulties presented by the accommodation, the teacher and learning support assistant were working hard to make sure that children received good quality experiences. The effectiveness of the good quality of teaching and learning was seen in the way that children, who had only been in school a short time, were happy, confident learners, responding well to the good levels of guidance and support they received. For example, children were observed chattering excitedly and taking part with enthusiasm as they worked on chalk drawings of themselves and some of their favourite possessions. They joined the Year 1 pupils at the end of the lesson, and some spoke at length and in great detail about their pictures. Staff have established very positive links with parents, which begin prior to children starting school, and this makes a significant contribution to children's very good attitudes to their work and play.

25. In all classes, a key factor in the quality of teaching and learning is the very good relationships that exist between teachers and pupils. As a result, lessons are characterised by a calm working atmosphere in whole class or group activities. Teachers establish this atmosphere by valuing what pupils have to say and showing respect for their views and opinions. Pupils take part in discussions confidently, work hard at their group or individual tasks and talk eagerly about what they have achieved at the end of lessons because of the positive encouragement they receive from teachers. For example, in a Years 4 and 5 mathematics lesson, pupils responded well to their teacher's clear explanations as she introduced a new aspect of pupils' learning about fractions. They settled to individual tasks quickly and without fuss because they had listened carefully to their teacher and were trying hard to achieve the targets she had set. In a Year 6 mathematics lesson, the teacher and pupils discussed problem-solving strategies at length before pupils tackled their work. The respect the teacher showed for pupils' queries and comments was very good and made a significant contribution to the mature and sensible way that pupils set about their work. Similarly, Year 2 pupils, in a religious education lesson about the design and purpose of a church, achieved good levels of discussion, as groups shared their views and opinions with the rest of the class at the end of the lesson, because of the teacher's respect for their contributions.
26. Pupils have a good awareness of what they have to do and why in lessons. This is due to the consistent approach teachers take to discussing the purpose of lessons at the start and seeing whether or not the purpose has been achieved at the end. Teachers display learning objectives, either by writing them on whiteboards or displaying them on printed cards. Pupils are helped to remember these by reference to a system called 'WILF and TIBS'. WILF stands for: What I am Looking For' and TIBS stands for 'That Is Because ... ..' This method enables pupils to focus on particular aspects of their learning that the teacher identifies as being significant. For example, in a Year 2 mathematics lesson, pupils knew from a study of WILF at the beginning of the lesson that the purpose was to know all the coins up to £2 and to be able to write them down. This provided a clear theme for a review at the end of the lesson to see if pupils had achieved this target. In a Year 6 mathematics lesson, the reason for pupils developing problem-solving skills was evident as the teacher led pupils in a TIBS discussion, looking at how problem-solving was an integral part of everyday life for adults as well as children. Using such methods to make pupils' work relevant to their own experiences is an important reason why pupils have very good attitudes to their work. It is seen, for example, in projects in design and technology, with pupils designing playground equipment, to be made professionally, for installation in the new school grounds.
27. Teachers have implemented the National Literacy and Numeracy Strategies very well and pupils benefit from well-planned, stimulating literacy and numeracy lessons. Through the school's effective procedures for monitoring and evaluating the success of the quality of teaching and learning, staff are continually adapting and changing their implementation of the strategy guidelines to meet the needs of their pupils. For example, teachers have adjusted the content and format of the literacy hour in order to provide more opportunities for guided reading and for pupils to write at length. As a result, pupils' reading standards are at least above average, with many pupils achieving higher standards than these. Pupils in Years 1–6 enjoy writing and their stories and poems contain interesting words and phrases, as well as good standards of grammar and punctuation. In numeracy lessons, a whole school focus on

improving pupils' mental skills over the last three years has resulted in pupils being able to recall well number facts, such as multiplication tables, which helps them with other aspects of mathematics such as problem-solving.

28. Pupils benefit in lessons from a good range and quality of resources. Teachers use resources well to make sure that pupils are able to move on in their learning at a good pace and valuable time is not lost by pupils waiting unnecessarily to use equipment. For example, in a Years 3 and 4 science lesson on the properties of materials, pupils made good progress in their learning because each group had access to a wide range of appropriate materials. Pupils investigated the properties of several materials in the time allocated for the investigation. As a result, the teacher was able to lead an interesting and useful discussion at the end of the lesson about defining hardness and softness because pupils had gained considerable knowledge and understanding from their experiences. The school policy to provide resources and equipment of good quality is effective in developing in pupils a respect for books and equipment and encouraging them to treat resources with care. Resources outside the classroom are used to pupils' advantage, including the school grounds, the local village and places of educational interest further afield. For example, the geographical skills of pupils in Years 5 and 6 are extended during fieldwork undertaken during a residential trip to the Isle of Wight.

**Pupils' attitudes to school and to their work are very good. They have good relationships with each other and with all adults in the school. Levels of attendance are very good.**

29. During the last inspection, pupils were found to have many positive features in their attitudes, behaviour and relationships. All these strengths have been successfully maintained and developed further. Pupils' attitudes to school and their relationships with each other and all adults are very good. Standards of behaviour in and around the school are very good. These attributes make a significant contribution to pupils' academic and social achievements.
30. Foundation Stage children make good progress in their personal, social and emotional development because of good teaching and effective guidance and support from the learning support assistant. By the time they enter Year 1, children exceed the expected standards. On arrival each morning, children settle quickly to their activities. They are familiar with classroom routines and know where to find books, equipment and resources. Children listen carefully to staff and are keen to join in discussions and answer questions. For example, the learning support assistant was observed leading children through some mathematical activities. Together, they sang counting songs and rhymes, counted and identified numbers on a washing line and counted the spots on the faces of a large dice. Children sang songs with enthusiasm and were eager to call out the numbers that they recognised. They wrote numbers carefully on whiteboards and were pleased with their results. This session showed that children, although they had not been in reception for very long, were working well together, enjoying their work and play and achieving well.
31. In Years 1–6, pupils make good progress in their academic and social development because of their very good attitudes to work. On occasions, attitudes are excellent. One of the main reasons for the high standards achieved by pupils is the mature and responsible way that they approach classroom activities. These qualities are established in the Foundation Stage and are successfully developed as pupils respond to their teachers' high expectations and stimulating activities. Pupils have a

positive approach to their own achievements and are keen to improve. The desire to do better stems from the way teachers set personal targets with pupils and the positive way they use praise and encouragement to motivate pupils to achieve well. In literacy lessons, group reading sessions and numeracy lessons observed during the inspection, pupils generally had a good knowledge and understanding of what they needed to do to improve, helping them to make good progress over time. In science, pupils' very good attitudes to their work help them to carry out investigations and experiments carefully and systematically. For example, in a Year 6 science lesson, pupils showed good recall of knowledge as they reviewed what they had observed during a previous investigation on evaporation. Behaviour was excellent because pupils were keen to contribute to the discussion and share their knowledge and understanding with the class teacher and fellow pupils. The teacher played a significant part in this very good learning experience by posing open-ended questions, such as: 'Is this the best way to ... ..?' which prompted pupils' thinking and moved them on well in their thinking. Pupils then worked very hard to present their results in table and graph form and to draw conclusions from them.

32. Standards of behaviour are very good. Pupils clearly understand what is expected of them, even though school rules are not given a high profile in classrooms. This is partly due to the quality of the relationships that exist between all adults and pupils in the school, where leading by example is important and where the establishment of guidelines to promote harmonious relationships is often achieved through discussion. Pupils move sensibly around their classrooms. They enter the hall for assemblies quietly and pay good attention throughout. Behaviour in the playground is very good, with older pupils paying due regard to the well-being of younger pupils. Older pupils provide good role models for younger pupils in the way they conduct themselves in classes and during playtimes and lunchtimes. In discussion with Years 3–6 representatives from the school council, pupils' mature attitudes, thoughtful responses and concern that the school should be an orderly and safe place impressed inspectors.
33. Attendance levels are very good, reflecting parents' view that their children are happy to come to school. Apart from illness, the main reason for absence is holidays taken in term time. Pupils arrive on time and lessons start promptly.

**Provision for pupils' spiritual, moral, social and cultural development is very good.**

34. At the time of the previous inspection, provision for the promotion of pupils' moral and social development was judged to be very good. Provision for pupils' spiritual and cultural development was judged to be satisfactory. The very good quality of provision for pupils' moral and social development has been maintained. Provision for pupils' spiritual and cultural development has improved well since the previous inspection and is now very good. Improvement is due mainly to the consistent implementation by all staff of a wide range of procedures and practices to further promote the school's aims and values.
35. Provision for the promotion of pupils' spiritual development is very good. Opportunities for pupils to reflect are an important aspect of provision. For example, daily acts of worship are calm and peaceful, the atmosphere enhanced by the lighting of a candle. For example, during one assembly observed during the inspection, pupils heard about the plight of refugees. There was an opportunity for pupils to reflect on the circumstances and the needs of other adults, and children in particular. Well-planned opportunities exist in music lessons to reflect on the emotions and feelings created by

listening to different types of music. Activities in art and design, design and technology, drama and music often include appreciation of works of art or the celebration of pupils' successes and achievements. In this way, teachers successfully use several aspects of the curriculum to promote pupils' spiritual development. Lessons set aside for personal development provide regular opportunities for pupils to talk about feelings and emotions. Planned opportunities also occur in religious education lessons. For example, Year 6 pupils were observed showing to the class, and talking about, belongings which were special to them. Pupils spoke freely about what the items, such as toys and a christening dress, meant to them. The teacher linked pupils' special times with those of the Hindu Samskar, and pupils made good gains in their knowledge and understanding of other people's beliefs and traditions as a result.

36. Provision for pupils' moral and social development is very good. Pupils have a well-developed understanding of right and wrong through their daily interactions with staff and through lessons and assemblies. Teachers pay close attention to the composition of groups within their classes and vary these depending on what they hope to achieve in promoting pupils' personal development. For example, investigations in science lessons are sometimes carried out by mixed-ability groups, with teachers deliberately choosing which pupils work together. In this way, for example, pupils who show some behavioural problems benefit from being with more stable pupils, and lower attaining pupils gain from working with their more confident and able peers. Friendship groups are sometimes used in lessons, where pupils choose with whom they would like to work. These arrangements are effective in developing responsibility and respect in pupils. During the inspection, pupils were observed working in a variety of different groupings in all classes and levels of co-operation were consistently high. A strong moral dimension is promoted in lessons and assemblies. Teachers and learning support assistants emphasise good behaviour, so that pupils understand what is acceptable conduct. In an assembly seen during the inspection, the idea of caring for others was promoted well by the headteacher, who discussed with pupils a project to bring to school shoeboxes filled with toys and other gifts that would be distributed to children less fortunate than themselves.
37. Provision for pupils' cultural development is very good. There is a wide range of opportunities for pupils to study the richness of their own culture. Visits to museums, concerts and places of historical interest take place throughout the year. In music lessons and school productions, pupils sing and play music from their own area as well as from different regions of the United Kingdom. Members of the local community visit the school to talk about their experiences of living in the area in times past. Over the last few years, pupils have benefited from a series of well-planned opportunities to learn about, and experience, life in other cultures. There have been recent links with schools in European countries, including a current link with a school in France. Through the travels of Barnaby Bear, pupils receive postcards and photographs from places visited by the bear as he accompanies staff and friends of the school on their holidays. In assemblies, pupils listen to music from different parts of the world such as Botswana. Aspects of daily life in other world

cultures are successfully promoted in geography, as pupils compare and contrast life in other countries with that of their own, and in religious education, as they study a variety of world faiths and religions.

### **Standards of care are very good.**

38. Governors and staff place a high priority on pupils' welfare. As a result of consistent implementation of a wide range of effective policies and procedures, the standard of pastoral care is very good. The aims of the school are very well met in the establishment of a safe and secure environment in which pupils are happy to come to school and are keen to learn. The very good levels of support and guidance provided by the headteacher, class teachers and learning support assistants are well matched to pupils' needs and this is acknowledged and valued by parents.
39. Child protection procedures are very good. They are well understood by all staff. Staff know their pupils' backgrounds and circumstances very well and problems, if and when they occur, are very quickly noted and acted upon. The school has a very effective health and safety policy, which includes twice-termly health and safety checks by governors and regular fire drills. Pupils who are taken ill at school are well cared for and procedures for the supervision of pupils at playtimes and lunchtimes are well managed and effective. During the inspection, additional procedures were in place to ensure pupils' safety whilst in the temporary accommodation, particularly with regard to pupils' arrival and departure each day by coach.
40. The programme for promoting pupils' personal, social and health education is very good. Pupils benefit from a wide range of projects and themes based on the importance of caring for themselves, for instance through healthy eating, dental hygiene, substance abuse and sex education. These projects are linked closely to other curriculum subjects such as science and physical education and often involve inputs from people with particular expertise such as the school nurse. Moral and social issues are discussed during assemblies, group discussions, called circle time, and in class lessons such as history. These arrangements are very effective in helping pupils to feel safe and secure in the school environment.
41. Procedures for monitoring and assessing pupils' personal and academic development are very good. They are significantly better than at the time of the last inspection when they were the subject of a key issue for improvement. Information gained from procedures is used effectively to identify areas for development in curricular planning. For example, the identification of weaknesses in pupils' spelling and extended writing in Years 3–6 has led to significant adjustments being made to the planning of the literacy hour, and the introduction of more opportunities for pupils to write at length in other subjects such as history. Pupils have benefited from a stronger focus on problem-solving in mathematics lessons after weaknesses in pupils' skills were identified.
42. During children's first few weeks in reception, staff carry out assessments, called baseline assessments, which form the basis of programmes of work for children in the Foundation Stage. Staff make very good use of this information and, as a result, children take part in activities which are closely matched to their needs. This means that children start the National Curriculum Programmes of Study in Year 1 with good reading, writing and numeracy skills.
43. In Years 1–6, teachers collect a wide range of information about pupils' achievements in all subjects of the curriculum, and especially in English and mathematics. Staff

have devised successful procedures for guiding the assessment programme. For example, particular aspects of literacy and numeracy are selected for assessment each half-term. In addition, staff focus on an area of pupils' learning in information and communication technology and in one other subject of the curriculum. This programme is linked closely to a plan of curriculum review in the school development plan. The advantage of this method is that all subjects of the curriculum are regularly reviewed, providing subject co-ordinators with a considerable amount of data on which to base their assessments of pupils' strengths and areas for improvement.

44. Good use is made of the information to make adjustments to teachers' lesson plans and to organise groups for learning. For example, each term targets for improvements in pupils' literacy and numeracy standards are agreed by staff, based on the assessment information. These targets are shared with individual pupils, who benefit from knowing what it is they need to do to improve. Targets are well judged and achievable and help both teachers and pupils to determine the purpose and content of lessons. In discussion with inspectors, pupils confirmed that they found personal targets very useful. Together with teachers' knowledge of pupils' individual personalities, assessment information is used well to organise groups in particular lessons in all subjects, strengthening the effectiveness of the school's approach to promoting both academic and social development. Procedures that follow, or track, pupils' achievements in English, mathematics and science are very good and help teachers check the rate of pupils' progress at regular intervals.
45. Teachers use assessment very well in their day-to-day planning. Teachers' plans often contain activities planned to meet the needs of up to four groups of pupils of differing ability. Tasks are invariably challenging for all pupils, and maintain their interest and motivation. Special educational needs pupils and lower attainers gain significantly from these arrangements. They work, either as a separate group, or in groups with pupils of mixed abilities, tackling tasks that are well suited to their needs. Good examples were seen during the inspection in all classes, with pupils receiving excellent support from either their teachers or their learning support assistants. For instance, in a Years 3 and 4 mathematics lesson on shape, special educational needs pupils worked as a group with a learning support assistant. At the end of the lesson, the teacher included them in a review of what had been learnt and was skilful in making sure that their achievements were equally valued and celebrated as they were for all other pupils. Pupils identified as being more able have challenging targets set for them that often involve problem-solving, investigations or research and they make good progress as a result.
46. Parents are kept fully informed of the academic and personal targets set for their children and the progress they are making towards them. Parents are pleased with the information they receive and say that it helps them to support their children's learning at home, as well as giving them greater insight into the kind of work children are given and standards achieved. This leads to co-operation between teachers and parents and is one of the reasons why parents have a high opinion of the school.

**Pupils benefit from the school's very good links with parents and the local community.**

47. At the time of the previous inspection, the school's links with its parents were reported to be very good. These positive relationships have been successfully maintained and strengthened since then. The governors, headteacher and staff work very hard to ensure that parents and the local community are involved in the life of the school for the benefit of pupils.
48. The results of the parents' questionnaire, and the outcomes of the meeting with parents held prior to the inspection, show that parents are very pleased with the life and work of the school. Parents reported that they are very pleased with the openness of the school and the fact that the headteacher and his staff are always available to talk with parents about any concerns or queries they might have. Parents said that their children are happy to come to school, that their children make good progress and are well taught. Parents like the way the school works closely with them and the positive way governors and staff respond to their suggestions. Parents consider that teachers have high expectations of what their children can achieve and help them to become mature and responsible. They are pleased with the way the school is led and managed.
49. There were a small number of concerns about the amount of homework set for children, information provided about children's progress and the range of activities outside lessons. Homework is set regularly and inspectors judge that the amount is typical of most other primary schools. The quantity and quality of information parents receive about their children's progress are judged to be very good. One of the main strengths of the school's communications with parents is the sustained interaction with them on a daily basis. For example, during the inspection, it was evident that the headteacher and all teaching and non-teaching staff are accessible at the beginning and the end of the day to deal with parents' individual concerns about their children's progress. The breadth of the school's curriculum is judged to be very good, including the range of after-school activities and the annual programme of extra-curricular activities available to pupils.
50. A significant number of parents are directly involved in the work of the school, providing helpful assistance with classroom activities such as reading and information and communication technology, and with after-school clubs. Pupils benefit from substantial funds raised by the parents' association, and the association's programme of events makes a significant contribution to the social life of the school and the community. Many parents volunteer to help in other ways, for example providing transport to take pupils to sporting events and accompanying pupils on educational visits.
51. An important indication of the strength of the school's links with parents is the steady rise in numbers on roll, despite the significant problems the school has faced over the last few years in maintaining high educational standards in sub-standard accommodation. Parents choose to bring their children to the school from locations well outside the designated catchment area with, until recently, no guarantee that a new school would eventually be built.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	27
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	7	18	1	0	0	0
Percentage	4	25	67	4	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	34

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	11
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	10	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	18	18	18
Percentage of pupils at NC Level 2 or above	School	84 (89)	86 (89)	82 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	18	18	18
Percentage of pupils at NC Level 2 or above	School	86 (95)	90 (95)	92 (100)
	National	85 (85)	89 (89)	89 (89)

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

NB: Separate boys' and girls' results are not published because fewer than ten boys took the tests.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	19	19	19
Percentage of pupils at NC Level 4 or above	School	95 (96)	100 (83)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	19	19	19
Percentage of pupils at NC Level 4 or above	School	79 (75)	84 (79)	84 (83)
	National	73 (72)	74 (74)	82 (82)

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

NB: Separate boys' and girls' results are not published because fewer than ten girls took the tests.

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	108	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	6
Number of pupils per qualified teacher	21.3
Average class size	25.6

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

Total number of education support staff	4
Total aggregate hours worked per week	86

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	366,015
Total expenditure	336,400
Expenditure per pupil	2,735
Balance brought forward from previous year	39,399
Balance carried forward to next year	69,014

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.2

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	130
Number of questionnaires returned	61

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	28	8	2	0
My child is making good progress in school.	57	41	2	0	0
Behaviour in the school is good.	34	61	5	0	0
My child gets the right amount of work to do at home.	33	52	10	2	3
The teaching is good.	62	36	2	0	0
I am kept well informed about how my child is getting on.	54	33	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	23	5	0	0
The school expects my child to work hard and achieve his or her best.	69	28	3	0	0
The school works closely with parents.	48	46	3	0	3
The school is well led and managed.	57	39	3	0	0
The school is helping my child become mature and responsible.	52	43	5	0	0
The school provides an interesting range of activities outside lessons.	63	24	12	2	0