

INSPECTION REPORT

BLEASBY C.E. PRIMARY SCHOOL

Bleasby, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122750

Headteacher: Mrs Ann Town

Reporting inspector: Tim Boyce

OIN: 20932

Dates of inspection: 21st – 23rd October 2002

Inspection number: 248388

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Station Road Bleasby Nottingham
Postcode:	NG14 7GD
Telephone number:	01636 830203
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Christine Bailey
Date of previous inspection:	9 th – 12 th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bleasby CE Primary School is a smaller than average school, providing full time education for 117 pupils, aged from 4 to 11 years. The school is very popular and is oversubscribed. Whilst some pupils travel from further afield, the majority of pupils come from the three local villages. A much lower than average number of pupils is eligible for free school meals. The social and economic circumstances of the majority of parents are above average. Almost all pupils have a white United Kingdom heritage and only one pupil comes from another ethnic group. One pupil has English as an additional language and is at an early stage of English language acquisition. Approximately ten per cent of the pupils have special educational needs. This is a lower proportion than the national average. The majority of these pupils have minor learning difficulties, but a small number have more serious needs, including two pupils with emotional and behavioural difficulties and one with autism. None of these pupils has a statement of special educational needs. Assessments administered by the school, and inspection evidence, show that attainment on entry to the reception class is above the national average.

HOW GOOD THE SCHOOL IS

This is an excellent school. It has great many outstanding strengths, and provides a first class education for girls and boys of all ages. The headteacher provides the school with excellent leadership and management, and is exceedingly well supported in this by her deputy, the co-ordinators and the governing body. The quality of teaching is excellent overall. There is a carefully constructed curriculum, which is enhanced by very good links with the local community and by the very good range of visits and visitors who come into school. The school is an exceptionally caring place and the excellent assessment procedures ensure that work is always very well matched to the individual needs of the pupils. With all these enormous advantages combining together, pupils make excellent progress and achieve superb academic and personal standards. Whilst costs are higher than the national average, they are similar to those found in other local schools of a comparable size. The school therefore provides excellent value for money.

What the school does well

- Pupils attain very high standards in English, mathematics and science.
- Staff and pupils develop excellent skills in information and communication technology (ICT), which are used in highly effective ways throughout the school.
- Pupils forge excellent relationships, behave impeccably, and develop into avid and independent learners with very positive attitudes to learning.
- The leadership and management provided by the headteacher, the governing body and key staff are excellent and contribute significantly to the very high standards achieved throughout the school.
- The quality of teaching and learning is excellent overall. Excellent teaching was seen in every class.
- This is a wonderfully caring school where everyone is valued and all pupils are enabled to fulfil their academic and personal potential.

What could be improved

- There are no significant areas for improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been excellent improvement since the school was last inspected in February 1998. All of the Key Issues identified in the previous inspection report have been fully resolved. The school has developed the provision for children in the foundation stage, particularly in afternoon sessions, and the overall provision is now very good. Pupils are now given many excellent opportunities to develop their ideas through extended writing, whilst pupils in Years 1 and 2 now have excellent strategies for decoding unfamiliar words. The role of curriculum co-ordinators has been greatly enhanced. They regularly monitor the quality of teaching and learning, throughout the school, and are leading the development of their areas of responsibility very effectively.

There have been many other significant improvements in the school's overall provision. Academic standards have improved in English, mathematics and science and many pupils are now attaining very high standards by the end of both Year 2 and Year 6. This is a much better situation than that previously reported, when standards were judged to be average at the end of Year 2 and above average by the end of Year 6. There have been some amazing improvements in the quality of the provision for ICT and, as a result, many pupils now achieve exceptionally high standards. Standards of behaviour, attitudes to work and pupils' personal and social development have all improved significantly. Teaching, which was previously judged to be good overall, is now excellent and there has been a similar improvement in the quality of assessment procedures. The curriculum is now very good and there is a very good range of extra-curricular activities. The leadership and management of the school are now excellent, with inspirational leadership provided by the headteacher. Given the desire to strive for still greater success, the potential for further improvement is very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A	A	B
mathematics	A*	A*	A	A
science	A*	A*	A*	A

Key	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of National Curriculum assessments administered in 2002 indicated that, when compared with all pupils nationally, and with pupils in similar schools, (those with up to eight per cent of pupils eligible for free school meals), standards were well above average in English and mathematics, and very high in science. The standards attained were not as good as those gained in 2000 and 2001, when standards were usually very high. This is because the Year 6 class in 2002 contained a higher than average number of pupils with special educational needs. Inspection evidence indicates that the standards achieved by the current Year 6 group are very high in English, mathematics and science. Pupils are making rapid progress in ICT and the majority of pupils in Year 6 are attaining very high standards. Standards in other National Curriculum subjects are generally very high. Standards in religious education (RE) exceed the expectations of the locally agreed syllabus.

Children learn very effectively in the Foundation Stage and almost all achieve the national expectation by the time they finish their Reception year, with a significant proportion of children exceeding them. Pupils at Years 1 and 2 are learning exceptionally well and in 2002, pupils in Year 2 achieved very high standards in reading, writing and mathematics. Standards in ICT are very high, whilst standards in DT and history, for example, are well above the national expectation. The school sets and achieves challenging targets for its attainment in English, mathematics and science. Levels of achievement are excellent and all pupils are working to their potential, irrespective of their age, gender, ethnicity or social circumstance. Pupils with special educational needs make excellent progress, as do gifted and talented pupils and those with English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very enthusiastic about school and try their very best in all their lessons.
Behaviour, in and out of classrooms	Excellent. Pupils behave superbly and have great respect for the feelings, values and beliefs of others. Bullying of any type is very rare.

Personal development and relationships	Excellent. Pupils forge very strong relationships with their classmates and with adults in school. They enjoy being given responsibility, use their initiative to excellent effect and develop into friendly, confident, mature and responsible citizens.
Attendance	Very good. Attendance is well above average and pupils arrive at school and to their lessons on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Excellent	Excellent	Excellent

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching and learning is excellent overall, and is a major strength of the school. Excellent teaching was observed in every class. English and mathematics are taught in an exciting and imaginative way and very good attention is given to the teaching of the basic skills of literacy and numeracy. As a result, pupils have, for example, a very good understanding of how and why different mathematical processes work. The teaching of science, history, art and design and technology (DT) are very effective and these subjects are often very well integrated into other lessons to bring added relevance to pupils' learning. The skills of ICT are used very effectively across the curriculum and make a very positive impact on pupils' learning in many subjects. Teachers have very high expectations of pupils, who are given many excellent opportunities to conduct research, to think for themselves and to solve problems, either alone, or in small groups. As a result they develop great independence and determination and are wonderfully equipped for the next stages in their education.

Throughout the school the teaching is characterised by very effective relationships based, in many cases, on humour and mutual respect. This has a very positive impact on the quality of learning since pupils try their very best to please their teachers. Lessons proceed at a very brisk pace and staff have excellent subject knowledge, particularly in English, mathematics, science and ICT. A particular feature of many of the lessons observed was the quality of the contributions made by teaching assistants. The support they provide greatly enhances pupils' learning. The main result of this very good teaching is that pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make excellent progress.

Teaching meets the needs of all groups of pupils very effectively because the use of assessment data is excellent and work is very closely matched to the needs of individual pupils. Higher attaining pupils are very well provided for and this enables them to achieve even higher standards. Pupils with special educational needs are extremely well supported and, as a result, make excellent progress. The one pupil with English as an additional language is very well supported and is making excellent progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The curriculum in the main school is of a very high quality and is very effectively enhanced by a wide range of visits and visitors to school. The provision for pupils in the reception class is very good, but there is limited access to the well-equipped outdoor area. The provision for extra-curricular activities is very good and makes a positive contribution to the learning of those pupils who take part in the numerous activities provided.
Provision for pupils with special educational needs	Very good. Pupils make excellent progress and almost all of these pupils attain at least average standards by the time they leave the school.
Provision for pupils with English as an additional language	Very good. The one child with English as an additional language is very well provided for in class and is making similar progress to his peers.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent overall. The school's provision for moral and social development is particularly impressive and makes an enormous contribution to the development of the pupils as mature, responsible citizens. Rainbow assemblies and the school council make a very significant contribution to these areas. The provision for spiritual and cultural development is very good.
How well the school cares for its pupils	Excellent. The school is an exceptionally caring community and pupils are exceedingly well looked after. Assessment procedures are first rate and teachers have a very clear understanding of the progress made by each pupil and plan work that is very well matched to their individual needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is an exceptional and inspirational leader who, together with the deputy head, the co-ordinators and the governing body provides the school with excellent management. This has a very positive impact on the very high academic and personal standards that pupils achieve.
How well the governors fulfil their responsibilities	Excellent. The governors fulfil their responsibilities very effectively. They are fully involved in the strategic management of the school and very well informed about the strengths and the small number of minor weaknesses that exist.
The school's evaluation of its performance	Excellent. The school has a very clear understanding of its strengths and the small number of minor areas that require some improvement. Identified weaknesses are acted upon swiftly and effectively and have resulted in the significant improvements made in the quality of provision and standards achieved.
The strategic use of resources	All resources are used very effectively. The principles of best value are applied to very good effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a small number of parents would like to see improved
<ul style="list-style-type: none"> • That children like coming to school • That children are making good progress • That behaviour in the school is good • That the teaching is good • That they could approach the school with a question or a problem • That the school expects children to work hard and do their very best • That the school is well led and managed • That the school is helping their child to become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework set in some classes • The degree to which they are kept informed about how their children are getting on • The way in which the school works in partnership with parents • The range of activities provided outside lessons

The inspection team agrees with all the aspects identified by parents as strengths. Of the areas identified, by a small number of parents, as areas for improvement, the inspectors consider that an appropriate amount of homework is set. The school has an excellent partnership with parents and keeps them very well informed about the progress that their children are making. The team considers that the range of activities provided outside of lesson time to be very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very high standards in English, mathematics and science.

1. Pupils attain very high standards in almost all subjects of the National Curriculum. As a result of the excellent teaching they often receive, children in the reception classes make superb progress in the area of learning associated with communication, language and literacy. Almost all attain the early learning goals by the age of five, with many of them exceeding this national expectation. Children in the reception classes confidently recall the story of “The Enormous Turnip” and remember and share what happens next. Most children have extensive vocabularies and come up with an amazing range of different comparative words to describe the size and weight of the turnip in the story. Higher attaining children identify that there are seven characters in the story, of which four are people and three are animals. Higher attaining children are already reading and writing complex words with considerable success. Children listen avidly to their teachers and their classmates, share their opinions confidently and are happy to discuss a range of different issues with visitors to their classrooms.
2. The superb progress in English achieved in the Foundation Stage is maintained throughout Years 1 and 2 and, by the end of Year 2, standards are well above the national average in all aspects of the subject. Speaking and listening skills are very well developed. For example, pupils in the Year 2 class were very keen to share their views and opinions when describing ways of redesigning The Green Cross Code. Pupils read with great expression and already have the capacity to read for different audiences. Pupils in Year 1 write very high quality reports of their visit to a local supermarket. Their writing is neat and well formed and they develop a good understanding of spelling and grammar.
3. By the time they reach the end of Year 6, pupils are achieving very high standards in English. They listen intently to their teacher and try their very hardest to create a “rag-bag” of words and ideas before starting their poems on a wide variety of imaginative themes. They use personification very effectively to produce many exciting poems and use a wealth of expressive language as they weave a web of expressive and compelling language. Pupils listened wide-eyed with admiration as one of their classmates began their poem by describing the night as “a widow dressed in black”.
4. Throughout the school pupils attain very high standards in mathematics. This is because teachers concentrate on developing a clear understanding of the underlying concepts through an emphasis on mental arithmetic, problem solving and the use of open-ended mathematical investigations. As a result pupils are able to apply their skills confidently and expertly in a wide variety of realistic situations. Pupils in the Year 3/4 class, for example, have very good numeracy skills and can quickly and accurately calculate the area of various regular shapes. One gifted pupil, who was set his own work in this lesson, was calculating the area of various triangles and successfully investigating the relationship between the diameter of a circle and its circumference. Pupils in Year 6 demonstrated a very high level of mathematical ability when they investigated fraction families and quickly and accurately translated improper fractions into mixed numbers, using the concept of the common denominator.
5. Standards in science are very high. Pupils in the Reception/Year 1 Class learned much from having the opportunity to observe the class teacher’s guinea pig. They have an excellent knowledge of the conditions animals need for life and understand the need to treat animals with care and sensitivity. Almost all pupils can identify accurately what different animals will eat and drink and higher attaining pupils identify that all animals require water for life. Pupils in the Year 2 class demonstrated a very secure understanding of oral hygiene and the function of human teeth.

They are also able to understand that some drugs have a very helpful function as medicines, but can sometimes be harmful if used in the wrong circumstances.

6. Pupils in the Year 3/4 class understand the mechanics of the bones and muscles in the upper arm and can use this knowledge to make sensible suggestions about how earth worms move. Pupils in the Year 4/5 class used ICT very effectively to produce useful graphs of the data gained in an experiment to investigate how their pulse rate rises after exercise and then returns to its resting rate. They were able to interpret the results and to use them to reach sensible conclusions. They too are given some wonderful opportunities to apply their learning in a whole range of situations.

Staff and pupils develop excellent skills in information and communication technology (ICT), which are used in highly effective ways throughout the school.

7. The school has made enormous improvements in its provision for ICT in the last three years. This is almost entirely due to the amazing contribution made by the co-ordinator, who has excellent specialist subject knowledge. He has transformed ICT from an area of relative weakness to the point where ICT is used as an effective teaching and learning tool throughout the curriculum. The school has invested large sums of money to achieve this transformation, but has spent its money very wisely since staff and pupils are now enabled and empowered to use their new found skills to access and exploit the latest technological advances.
8. One of the most remarkable aspects of the school's improved provision has been the creation, by the co-ordinator, of a superb school web-site which is now used by staff, pupils and many parents as a high quality and totally secure access point to the Internet. This excellent resource not only contains all the information that one usually finds on a school web-site, including examples of work and newsletters, but also provides browsers with numerous secure links to appropriate educational sites and receives a very large number of "hits" by users.
9. The impact of this investment in equipment and training has been a staggering improvement in standards, as staff and pupils have learnt to use the range of computer equipment that is available in the school. Overall standards are very high and are much better than are usually found. Pupils in Year 1 can load their own programs, select the appropriate activity and can use the program very effectively to organise, for example, the layout of the bears' house in the story 'Goldilocks and the Three Bears'. Pupils in Year 2 have developed their skills to the point where they can produce excellent pictures in the style of Mondrian using the "paint" facility. Pupils not only produce pictures that are faithful to the artist's style but are confident to share their knowledge of the rationale behind the pictures.
10. Pupils in Year 3 can download graphics from the Internet and integrate them into text produced using a word processing package, before modifying both the text and the illustration to produce work of a stunning quality. Pupils in Year 4 regularly use e-mail to send messages that incorporate pictures or files as attachments to the main message. Pupils in Year 5 use spreadsheet programs confidently to present and manipulate data in a variety of forms. They are regular users of the school web-site, which they use to research various school-based projects. Pupils in Year 6 build upon these skills doing deeper and more complex searches on the Internet before editing and improving the items they download and producing informed documents of excellent quality. They are also able to sort, search and navigate their way through a wealth of data using various database programs.

Pupils forge excellent relationships, behave impeccably, and develop into avid and independent learners with very positive attitudes to learning.

11. Pupils in the school are very effectively enabled in a variety of ways to develop very impressive levels of personal maturity. The school council, and the numerous responsibilities they are given in class, and around the school, makes a very significant contribution to this aspect. The school's

excellent emphasis on both social and moral development ensures that by the time they leave the school at the end of Year 6, pupils are a credit to their school. Parents support this view very strongly and feel that the school does an excellent job in helping their children to become mature and responsible.

12. During the inspection, the members of the team were very impressed by the politeness of pupils and their excellent behaviour in lessons and around the school. The pupils were more than happy to discuss these factors with the team and attribute much of the success to the very positive role models set for them by their teachers, who they feel to be “absolutely wonderful”. Behaviour on the playground is excellent and all members of the school community work and play together in almost complete harmony. Pupils report that members of staff deal with any isolated examples of unsatisfactory behaviour very quickly and effectively. Pupils look after each other very well and take particular care to tend the wounds of any child who may get hurt whilst playing.
13. Pupils have a very good understanding of how they are getting on and are very proud of their achievements. Rewards are used very effectively to motivate hard work and good behaviour. Pupils particularly enjoy sharing their achievements in weekly “Rainbow Assemblies” when the school community celebrates the individual and group successes of the past week.
14. Pupils have excellent attitudes to their work and always try their very hardest. This, combined with the excellent relationships between pupils and adults has a very positive impact on the quality of learning and the standards achieved. Pupils are making the utmost of the time available to them and leave the school as very skilled learners who are able to adapt quickly to different learning situations. It is no surprise that local secondary schools confirm that they are always pleased to welcome pupils from Bleasby CE Primary School.

The leadership and management provided by the headteacher, the governing body and key staff is excellent and results in the very high standards achieved throughout the school.

15. The headteacher is an inspirational and very effective leader who has a very clear vision for the future development of this extraordinary school. She leads by example, has very high expectations, and is admired and respected by all members of the school community. She has appointed and empowered an excellent deputy who has many outstanding strengths and is making a very positive contribution to the overall leadership of the school and to the areas for which he is responsible. The committed and experienced governing body, who share the headteacher’s very clear educational vision, fulfil their responsibilities very effectively. Senior staff members, together with the governing body, provide excellent leadership and management throughout the school.
16. One of the great strengths of the school’s management is the detailed analysis of performance data. This is used very effectively to inform minor adjustments to the teaching programme adopted throughout the school so that teaching and learning is always maximised. In addition, the school has extremely detailed self-evaluation procedures. The co-ordinators of the various areas of responsibility all have very good subject knowledge and are very well qualified to lead developments in their subjects, or aspects. They are all given regular allocations of time to monitor quality and standards and complete an extensive range of monitoring and evaluative tasks. These include regular lesson observations, the monitoring of planning and pupils’ work and discussions with pupils. They use this time very effectively and have a very detailed knowledge of quality and standards in each classroom. Because of this, very challenging targets are set, which result in continuous improvement in the performance of staff and better opportunities for the pupils, leading to even higher academic and personal standards.

The quality of teaching and learning is excellent overall. Excellent teaching was seen in every class.

17. The overall quality of teaching and learning is excellent and helps pupils to achieve very high personal and academic standards. All of the lessons observed during the inspection were at least good. Of these lessons, 38 per cent were judged to be very good, with a further 56 per cent being judged as excellent. This is a much higher proportion of very good and excellent teaching than is usually found. One of the remarkable factors was the consistency of the excellent teaching, with excellent teaching seen in every class.
18. Discussion with the pupils and a careful analysis of the work on display and in books shows that this is the usual standard in almost all lessons. Particularly skilled teaching was observed during the inspection in English, mathematics, science, ICT, history, art and design and design and technology (DT). This is mainly because teachers have excellent subject knowledge and the key skills of English, mathematics and science are taught very effectively. In one excellent English lesson, the teacher inspired pupils to produce a superb range of excellent poems using personification to excellent effect. In an excellent mathematics lesson, pupils were enabled to gain an excellent knowledge and understanding of fractions because of the confidence of the teacher and her inspired use of teaching and learning games. The teaching of ICT is of an exceptionally high standard. The skills learned are used very effectively across the curriculum, and make a very positive impact on pupils' learning in other subjects, including art and design and mathematics.
19. Throughout the school the teaching is characterised by exceptional relationships based, in many cases, on humour and mutual respect. This has a very positive impact on the quality of learning since pupils try their very best to please their teachers. Teachers have very high expectations of both behaviour and academic performance. Excellent use is made of all assessment data to ensure that work is always challenging and very closely matched to the prior attainment of all the pupils. Impressive use is made of a wide variety of teaching strategies, including number games, to keep pupils on task and to maintain enthusiasm. Teachers make excellent use of time and lessons proceed at brisk pace. The good quality resources are used to excellent effect and the excellent contribution made by the highly skilled support staff is very effective in helping all pupils to work to their full potential. The main result of this superb teaching and support is that pupils want to learn and because of this they achieve very high standards.

This is a wonderfully caring school where everyone is valued and all pupils are enabled to fulfil their academic and personal potential.

20. All the members of this wonderfully caring school community are cherished and appreciated as individuals and every effort is made to enable them to express their opinions and to make the most of their various abilities. This care shows itself not only in the affection and regard with which all staff and pupils hold each other but in the close attention that is given to the academic and personal development of each individual. Because of this all pupils grow in self-confidence and esteem. A particularly good example of the good practice adopted by the school are the regular "circle time" sessions when pupils deal with a variety of moral and social issues and dilemmas. These result in pupils feeling confident about sharing any concerns with adults, knowing that they will be dealt with quickly and sensitively.
21. The school has remarkably detailed assessment and targeting procedures. These ensure that every child is constantly challenged and extended so that they make the most of their many talents and can take advantage of the wide range of opportunities on offer, irrespective of their age, gender, prior attainment or social circumstance. Marking is a detailed and constructive process that is often completed with children so that they have a very clear understanding of how they can make subsequent work even better. Written reports are of an excellent quality and provide parents and pupils with a very clear statement of progress whilst clearly identifying areas for improvement.

22. Careful assessments are made during and after lessons and the information gained is used to inform the planning of the next task. Pupils with special educational needs are very well supported and the majority attain standards that are at least in line with the national expectation. Higher attaining pupils and those identified as being gifted and talented are identified very early and are generally given completely different work that has been specifically tailored to meet their needs. This enables them to reach their full potential.

WHAT COULD BE IMPROVED

There are no significant areas for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues for action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	6	1	0	0	0	0
Percentage	56	38	6	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	117
Number of full-time pupils known to be eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	6

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	7
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	84	86	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	85	89	89

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	7	7	7
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	94	94	94
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	7	6	7
	Total	16	15	17
Percentage of pupils	School	94	88	100

at NC level 4 or above	National	73	74	82
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Percentages in brackets refer to the year before the latest reporting year.

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	115		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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)	6.5
Number of pupils per qualified teacher	17.69
Average class size	19.17

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.5

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.

Financial information

Financial year	2002/3
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	£
Total income	311,125
Total expenditure	319,071
Expenditure per pupil	2,727
Balance brought forward from previous year	33,431
Balance carried forward to next year	25,485

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	0	3	0
My child is making good progress in school.	62	31	3	2	2
Behaviour in the school is good.	70	28	0	2	0
My child gets the right amount of work to do at home.	37	43	13	5	2
The teaching is good.	73	22	2	0	3
I am kept well informed about how my child is getting on.	42	42	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	70	27	3	0	0
The school works closely with parents.	42	47	8	0	3
The school is well led and managed.	69	29	2	0	0
The school is helping my child become mature and responsible.	59	36	2	0	3
The school provides an interesting range of activities outside lessons.	41	45	11	0	3

Other issues raised by parents

No other significant issues were raised by parents.