

# INSPECTION REPORT

## **STITHIANS COMMUNITY PRIMARY SCHOOL**

Stithians

Truro

LEA area: Cornwall

Unique reference number: 111851

Headteacher: Mr P Nicholls

Reporting inspector: Mrs J Hooper  
15334

Dates of inspection: 13<sup>th</sup> and 14<sup>th</sup> June 2000

Inspection number: 182573

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Church Road  
Stithians  
Truro  
Cornwall

Postcode: TR3 7DH

Telephone number: 01209 860547

Fax number: 01209 861123

Appropriate authority: Governing body

Name of chair of governors: Mr S Smith

Date of previous inspection: March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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|---------------|----------------------|
| Mrs J Hooper  | Registered inspector |
| Mr M Whitaker | Lay inspector        |
| Mrs B Jones   | Team inspector       |

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a small primary school mainly serving the village of Stithians, four miles from the town of Redruth. However, there are a significant number who attend from outside the immediate area whose parents have chosen to send them to the school. The school is part of the Camborne Pool Redruth Success Zone, an educational action zone, designated such, because of the lack of opportunity in the Camborne Redruth conurbation. The school caters for boys and girls aged between four and 11 years old and at the time of the inspection eight of the children were under five. There are 142 pupils on roll in five classes which is exactly the same as at the last inspection held in March 1996. Most of the children when they start school have had some pre-school education and overall, their attainment is broadly in line with the national average. The school has identified 27 pupils as having special educational needs, which as a percentage of the total number of pupils in the school is much the same as the national figure. The percentage of pupils with statements of special educational need is considerably higher than the national average. Twelve per cent of pupils are eligible for free school meals, which is slightly below that nationally. Fewer than three per cent of pupils have minority ethnic backgrounds, and all pupils speak English as their first language.

### **HOW GOOD THE SCHOOL IS**

Stithians Community Primary is a very popular school at the heart of its community. It provides a safe, warm and friendly environment that strongly supports learning. Teaching, overall, is good, often very good and sometimes excellent. This has had a significant impact on pupils' learning and has contributed greatly to the steady rise in standards throughout the school over the last four years. By the time they leave the school, many pupils are achieving standards in English, mathematics and science well above those expected for 11 year olds nationally. The school provides very well for the pupils' personal development. Pupils enjoy being at school, are very well-behaved and very keen to learn. Excellent relationships exist between pupils, and staff and pupils. Parents are very supportive of the school. The headteacher, with the full support of the staff and governors provides very effective leadership. He is committed to creating a team spirit within the school where all members of staff are valued. As a result, the school has achieved 'Investors in People' status and an 'Investors in Business Links' award. The school continues to give good value for money.

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

- Overall, teaching is good, frequently very good and sometimes outstanding and this has a very significant impact on pupils' learning. It contributes greatly to the high achievement of pupils in English, mathematics and science by the time they leave the school.
- Pupils are very well-behaved, enjoy excellent relationships with each other and the staff and the very positive attitudes they have to their work enable them to make good progress in their learning.
- The very good provision for spiritual, moral, social and cultural development promotes high standards of personal development and enriches the curriculum.
- The headteacher provides very effective leadership so that the entire school community is committed to raising standards.

#### **What could be improved**

- Currently, the school does not have a formal overview of long-term development planning clearly linked to financial implications.

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

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

Since the last inspection in 1996, whilst standards in science at Key Stage 2 have remained consistently above those nationally, standards in English and mathematics by the end of both key stages and science by the end of Key Stage 1 have steadily improved. Teaching has improved considerably and is having a positive impact on learning. The school has responded successfully to the key issues raised in the last inspection report. Curriculum leadership has improved through the effective use of subject co-ordinators. The school has adopted a formal approach to monitoring and evaluating its work and is implementing this effectively. The identified health and safety issues have been addressed and considerable improvements have been made to the accommodation. In addition the school now has a playing field and the overall physical environment has improved. The provision for pupils' spiritual development is now very good. The school has introduced effectively the National Literacy and Numeracy Strategies over the last two years. Since the last inspection the school has made significant improvements and is well placed to develop further.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | D             | A    | A    | A               |
| mathematics     | C             | B    | A    | A               |
| science         | A             | A*   | A    | A               |

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

The table shows that, since 1997 although standards by the end of Key Stage 2 in science have been consistently well above the national average, standards in English and mathematics have steadily improved. In 1999, in all three subjects, Year 6 pupils attained well above average standards when compared with schools nationally and with schools where pupils have similar backgrounds.

Judgements on attainment of the current year groups of pupils are that, by the time children reach the age of five, most have achieved the Desirable Learning Outcomes in language and literacy and mathematics. By the end of both key stages the majority of pupils are achieving standards in English, mathematics and science at least in line with national expectations. In all year groups, and especially in Year 6, a significant number of pupils are attaining standards well above those expected nationally in these subjects such that results in the national assessment tests are likely to be similar to those of last year. The school has set challenging and realistic targets for pupils by the end of Key Stage 2 for the next two years in English, mathematics and science. The trend for improvement is in line with that found nationally and should remain so.

## PUPILS' ATTITUDES AND VALUES

| Aspect                  | Comment   |
|-------------------------|---|
| Attitudes to the school | Pupils are enthusiastic, enjoy their work and make positive |

|  |  |
|--|--|
|  | contributions to all aspects of school life.   |
| Behaviour, in and out of classrooms    | Pupils are polite, considerate and very well-behaved in and around the school.   |
| Personal development and relationships | The very good personal development promoted by the school leads to excellent relationships between pupils, and pupils and staff. |
| Attendance                             | Good. Pupils are keen to be in school.   |

Pupils contribute greatly to the purposeful and orderly atmosphere existing in the school. They display a genuine interest and pleasure in their learning.

### TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | Aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | 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.*

Overall, teaching is good, frequently very good and sometimes outstanding and this has a very significant impact on pupils' learning. No unsatisfactory teaching was observed. Eighty-three per cent of teaching was good or better, 55 per cent very good or better and 17 per cent excellent. At Key Stage 1, 83 per cent was good or better and 67 per cent very good. Of the teaching at Key Stage 2, 80 per cent was good or better, 50 per cent very good or better and 30 per cent excellent. In the small number of lessons observed for the children under five the teaching was good.

Teachers are conscientious, enthusiastic and clear about what they expect pupils to learn. This is particularly so in literacy and numeracy lessons. Overall, teachers have a good knowledge of the needs of the pupils in their classes and cater very well for the wide range of ability levels. They have high expectations of work and behaviour and the mutual respect that frequently exists between the teachers and their pupils creates a fruitful learning environment. Teachers' enthusiasm for promoting learning frequently shows in their lessons. This is particularly so in literacy and numeracy lessons when teachers successfully provide a good balance between building on and reinforcing pupils' previous knowledge, and presenting them with new ideas and information.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | The school provides a broad and balanced curriculum which is effective in meeting the needs of all pupils.                  |
| Provision for pupils with special educational needs   | Good, overall, and enables pupils to make satisfactory and often good progress in their learning.                           |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The very good provision creates a positive ethos and a rich and supportive learning environment.                            |
| How well the school cares for its pupils  | The school promotes pupils' welfare effectively through its concerned attention to their physical and emotional well-being. |

The school provides a wide range of activities outside school. The school is very effective in promoting the pupils' spiritual, moral, social and cultural development provided in a pleasing atmosphere where positive relationships between pupils, and pupils and adults facilitate learning. In general, parents are very supportive of the school. This is reflected in the high percentage of questionnaires returned.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very effective leadership. He is well supported by the deputy headteacher and other staff. Currently, the school does not have a formal overview of long-term development planning clearly linked to finances. |
| How well the governors fulfil their responsibilities             | The governors are very supportive, take an active role in the management of the school and fulfil their statutory requirements.   |
| The school's evaluation of its performance                       | The school has a broad overview of its work, and improvements needed are generally linked into school development planning.   |
| The strategic use of resources                                   | The school makes effective use of all staff, material resources and its accommodation.  |

The headteacher, deputy headteacher and the staff work together as a strong team to meet the school's wholly appropriate aims so that a very positive ethos pervades the school. Governors are enthusiastic and have high levels of expertise. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. The budget is operated according to the factors of best value.

Teachers in their roles of subject co-ordinators have made a very effective start on monitoring and evaluating the curriculum and teaching and the impact it has on pupils' learning. The school makes very effective use of new technology. However, development planning is at present very short-term, and there is no formal written overview of plans for

future developments and the related financial implications they may incur.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

| <b>What pleases parents most</b>   | <b>What parents would like to see improved</b>   |
|--|--|
| <ul style="list-style-type: none"><li>• Their children like school.</li><li>• The teaching is good and their children make good progress.</li><li>• The values the school promotes.</li><li>• The approachability of staff and the open door policy.</li><li>• They appreciate the headteacher's management of the school.</li></ul> | <ul style="list-style-type: none"><li>• Review its outlook on homework.</li><li>• The range of activities outside the normal curriculum.</li></ul> |

The inspection team agrees with the positive comments made by parents. However, the school provides a wide range of varied activities outside school hours, which supports pupils' learning. The school expresses its philosophy on homework in the prospectus and has an appropriate homework policy, which is available for parents to read. Nevertheless, in the light of parents' comments the school will review this issue.

## **PART B: COMMENTARY**

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

**Overall, teaching is good, frequently very good and sometimes outstanding and this has a very significant impact on pupils' learning. It contributes greatly to the high achievement of pupils in English, mathematics and science by the time they leave the school.**

1. Teachers are conscientious, enthusiastic and clear about what they expect pupils to learn. Eighty-three per cent of teaching was good or better, 50 per cent very good or better and 17 per cent excellent. At Key Stage 1, 83 per cent was good or better and 67 per cent very good. Of the teaching at Key Stage 2, 80 per cent was good or better, 50 per cent very good or better and 30 per cent excellent. In the small number of lessons observed for the children under five the teaching was good. Teaching has improved considerably since the last inspection and is having a positive impact on pupils' learning.
2. Teachers have high expectations of work and behaviour and the excellent relationships between them and their pupils built on mutual respect create a fruitful learning environment. They plan their lessons well and in general, use their assessments of pupils effectively to provide appropriate challenge. In this way teachers cater very well for the wide range of ability levels in their classes. Children who learn more quickly than others are often given extension work to ensure they reach their full potential and the end result of this is that many achieve standards beyond the national expectations for their age. This is particularly so in the class of older pupils. Teachers are very aware of their responsibilities and successfully promote learning for pupils with special educational needs. They provide appropriately matched work for them and support these pupils effectively with additional input or one-to-one assistance during the activity.
3. Teachers' enthusiasm for promoting learning frequently shows in their lessons. This is particularly so in literacy and numeracy lessons when teachers successfully provide a good balance between building on an reinforcing pupils' previous knowledge, and presenting them with new ideas and information. For example, in a literacy lesson, Year 1 and 2 pupils found the lesson great fun as the teacher reinforced their learning of 's' and 'sh' sounds through tongue twisters. She continually built on their knowledge through practice so that by the end of the lesson the pupils were not only familiar with these sounds, but were using others to make up their own, often very imaginative, tongue twisters. Also, in a numeracy lesson, the teacher had marked out the playground so he could use this to revise and extend the Year 5 and 6 pupils' learning of co-ordinates. Even the damp Cornish mizzle did not deter the teacher, or the pupils, in their pursuit of learning, and it was clear from the follow-up activity that many pupils were developing a good knowledge of angles, direction and the mathematical language of co-ordinates.
4. Teachers frequently use skilful questioning techniques to extend pupils' thinking and learning. In an excellent literacy lesson, the oldest pupils were appraising and reviewing the diary work that some pupils had written during their residential visit; much of this work was of a high standard, imaginative and descriptive with a good use of grammar. Using his very good subject knowledge, the teacher posed thought-provoking questions to improve and develop pupils' reading and writing skills. As a result, most were showing a good understanding of the ideas in the written work and continually making reference to the text to explain their views. Also the pupils illustrated that they had a clear understanding of the correct grammatical structure of this type of writing and, as a result, confidently edited their own work. This lesson was also a good illustration of pupils not only making good progress in their learning but also showing an enjoyment in learning, because the mutual respect between the teacher and pupils enabled an element of fun to

run through the lesson.

5. Where teachers have particular specialisms, these are successfully exploited. This was seen, for example in a music lesson with older Key Stage 2 pupils. The teacher had very good knowledge of the subject and the pupils, throughout the lively, stimulating and well-paced lesson made every effort to refine and improve their singing and playing of instruments.
6. All support staff and voluntary helpers are well prepared to meet the pupils' learning needs and make a very valuable contribution to the pupils' education. For instance, during whole class introductory sessions to lessons, support assistants often use their time very effectively to make notes on individual pupils' progress.

**Pupils are very well-behaved, enjoy excellent relationships with each other and the staff and the very positive attitudes they have to their work enable them to make good progress in their learning.**

7. Pupils are enthusiastic, enjoy their work and make positive contributions to all aspects of school life contributing greatly to the purposeful and orderly atmosphere existing in the school. The vast majority of pupils enjoy coming to school and display a genuine interest and pleasure in their learning.
8. Children under five enjoy excellent relationships with each other and the staff. They are friendly towards one another, listen with interest to what others have to say and share equipment fairly. For instance, one child building with bricks, noticed another who was making tentative moves to join in and said encouragingly 'You could sort some bricks for me'. Most enjoy their work, are keen to learn and concentrate well. Through constant reinforcement they are learning good habits, such as putting up their hands to answer questions or make comment.
9. Throughout the rest of the school, pupils show that they are well motivated and enthusiastic learners who demonstrate high levels of commitment to their work and sustain concentration during lessons. Pupils usually take a pride in producing their best work and the very neat and well presented written work of most of the older pupils is a good example of this. Most pupils show a very high degree of confidence and self-discipline in lessons and work responsibly even when they are not directly supervised. The vast majority of pupils were seen to collaborate well with others in group and paired activities.
10. The standard of the pupils' behaviour in and around the school is very good and is enhanced by the excellent relationships between staff and pupils. The well-structured system of behaviour rewards and sanctions is clearly understood by pupils, applied in a consistent manner by staff and is proving to be very effective in supporting the ongoing development of the pupils in the school. Pupils are very friendly and considerate towards each other, staff and visitors and demonstrate by their actions that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others and good examples were seen in the school of unsolicited help and support being offered to other pupils and adults alike. Pupils often spontaneously clap to show appreciation of others' successes. They listen to the views of each other, take turns and willingly share and treat property carefully.
11. The positive learning attitudes and very good behaviour patterns demonstrated by pupils reflect teachers' high expectations and contribute significantly to the pupils' social and academic progress.

**The very good provision for spiritual, moral, social and cultural development promotes high standards of personal development and enriches the curriculum.**

12. The school is very effective in promoting pupils' spiritual, moral, social and cultural development, creating a positive ethos and a rich and supportive learning environment.
13. Spiritual awareness is developed successfully, an improvement since the last inspection, through the daily act of collective worship and the curriculum in general. Acts of worship take place in a variety of settings and groupings, either within classes, key stages or for the whole school and meet statutory requirements. Most pupils are acquiring sensitive attitudes to each other and respect for the world around them. Pupils are given time to reflect on the importance of trees to the environment, for instance, when planting a tree in memory of a well-known local person. Through hearing about the experiences of a pupil who supported his little sister through a serious operation and her recuperation, pupils have the opportunity to consider the importance of helping and being kind to others. When listening to music pupils are given the chance to express their own feelings and in science projects, to wonder at the marvels of nature when watching plants grow. Pupils celebrate Christian festivals throughout the year and make regular visits to the local church. Visitors from different denominations regularly join the school assemblies. Older pupils occasionally have the opportunity to consider the importance of having a faith when they question and debate with visitors on their beliefs.
14. Moral issues are addressed very well, often in assemblies. For instance, some of the Year 4 and 5 pupils during a Key Stage 2 assembly, performed a play they had written about bullying, leaving all present in no doubt about the message they were giving. Pupils clearly know the difference between right and wrong. Through good example and the positive mutual respect that exists between pupils and adults in the school, the staff constantly distinguish between what is acceptable and unacceptable behaviour.
15. Social development is fostered very successfully through the community spirit that permeates the school. Pupils work and play well together. Older pupils care naturally for younger ones and parents appreciate this. Pupils are encouraged to carry out responsibilities around the school and most do so willingly and conscientiously. Older pupils undertake duties on a regular basis, for instance, helping in the garden and special awards are made to pupils who make a marked contribution to school community life. Pupils are encouraged to take part in dramatic performances, not only promoting good social interaction, but also providing good opportunities for the development of pupils' speaking and listening skills. Organised residential trips for the Key Stage 2 pupils give them a greater social awareness, as was very clear from the work the current Year 6 were producing as a result of their recent visit. Pupils also join other schools for sporting and other activities. Opportunities to develop their sense of citizenship in a wider sense are offered through writing articles for the village magazine and the development by the older pupils, of web sites for outside organisations. Pupils support several charities, giving them an insight into people who are less fortunate than them.
16. Pupils' cultural awareness is developed very well through subjects such as English, history, art, music and geography and activities associated with them. Through their reading and in literacy lessons pupils hear traditional stories, and in their art lessons the pupils study the work of famous artists. Pupils learn about their own heritage through making geographical and historical studies of near-by places of interest, for example, a town trail of Truro. They visit local museums and art galleries and study the work of Cornish artists such as Alfred Wallis. On a wider basis, opportunities are taken to think about and experience life in a wider multi-cultural society during collective worship and religious education and geography lessons. Younger pupils study the fictitious journeys around the world of Cosgrove and Barnaby Bear, and with them discover how people live

in places such as Jamaica, whilst older Key Stage 2 pupils find out about life in Ohio through their communications by Email with students living there.

**The headteacher provides very effective leadership so that the entire school community is committed to raising standards**

17. The headteacher provides very effective leadership. He, the deputy headteacher and the staff work together as a strong team to meet the school's wholly appropriate aims so that a very positive ethos pervades the school. As a result of his commitment to creating a team spirit within the school where all members of staff are valued and receive appropriate training, the school has achieved 'Investors in People' status and an 'Investors in Business Links' award. Also, the school has an ethos of investing in the future of education by training student teachers and appointing newly qualified teachers where appropriate.
18. The governors are very supportive. They have high levels of expertise, take an active role in the management of the school and fulfil their statutory requirements. Most visit on a regular basis and they also monitor and make observations of lessons and report back to full governing body meetings. Together, with the headteacher and staff, they have a commitment to providing the best education they can for the pupils and thus raising standards.
19. The school monitors and evaluates its performance closely and governors have a good understanding of the school's strengths and weaknesses. They make good use of the detailed analysis of assessment results, and compare them with other schools both locally and nationally. The budget is operated according to the factors of best value. For example, after a careful tendering process the school now employs its own personnel for ground services, and is currently working through the process of obtaining the best value for money for swimming lessons. However, although the school development plan is well constructed with details of all necessary elements clearly stated, it only indicates short-term developments. Although the governors, headteacher and staff have a clear vision for the future of the school, currently, there are no fully developed written long-term plans in place to aid their monitoring of future developments.
20. Since the last inspection the deputy headteacher has undertaken comprehensive training and made a detailed study of the role of the co-ordinator. As a result, the headteacher and other teachers in their roles of subject co-ordinators have made a very effective start on monitoring and evaluating the curriculum and teaching and the impact they have on pupils' learning. The school is well on its way to addressing this issue raised at the last inspection.
21. The school makes very effective use of new technology and has a high profile for its expertise in information and communication technology especially in its work developing web pages and using Email. The school has a range of up-to-date multi-media computers which allows pupils and staff to utilise CD-ROM programs and to gain access to the internet. The school secretary utilises a computer effectively to input information about pupils and store documentation, for example, school policies. The well-organised routines of the school are well known to pupils, staff and parents, and effective administrative support ensures that the school runs smoothly.
22. The school is well placed to continue with its improvements and continues to give good value for money.

**WHAT COULD BE IMPROVED**

**Currently, the school does not have a formal overview of long-term development planning clearly linked to financial implications.**

23. In general, the school has a broad overview of its work, and improvements needed are generally linked into school development planning. However, development planning is at present very short-term, and there is no formal written overview of plans for future developments and the related financial implications they may incur. This issue is exacerbated by the fact that should spending continue at the current rate the school is likely to go into a deficit budget, and there is no long-term plan identified to deal with this. Nevertheless, although plans have not been formalised, the headteacher and governors have identified this area of school management as being a priority for improvement.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

24. To build on the current success of the school, the headteacher, staff and governors should now:

- (1) Have a clear, formal overview of future developments clearly linked to financial implications. (Paragraph 23)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 18 |
| Number of discussions with staff, governors, other adults and pupils | 10 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 17        | 38        | 28   | 17           | 0              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery        | YR – Y6 |
|--|----------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | Not applicable | 138     |
| Number of full-time pupils eligible for free school meals        | Not applicable | 15      |

FTE means full-time equivalent.

| Special educational needs   | Nursery        | YR – Y6 |
|---|----------------|---------|
| Number of pupils with statements of special educational needs       | Not applicable | 5       |
| Number of pupils on the school's special educational needs register | Not applicable | 27      |

| 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 | 17           |
| Pupils who left the school other than at the usual time of leaving           | 13           |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.1 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.1 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

### Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 1999 | 4    | 9     | 13    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 3       | 3       | 3           |
|   | Girls    | 7       | 9       | 9           |
|   | Total    | 10      | 12      | 12          |
| Percentage of pupils at NC level 2 or above | School   | 77 (70) | 92 (80) | 92 (90)     |
|   | National | 82 (80) | 83 (81) | 87 (84)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 3       | 3           | 3       |
|   | Girls    | 9       | 9           | 9       |
|   | Total    | 12      | 12          | 12      |
| Percentage of pupils at NC level 2 or above | School   | 92 (80) | 92 (90)     | 92 (90) |
|   | National | 82 (81) | 86 (85)     | 87 (86) |

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

### Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 1999 | 12   | 8     | 20    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 10      | 11          | 12       |
|   | Girls    | 8       | 8           | 8        |
|   | Total    | 18      | 19          | 20       |
| Percentage of pupils at NC level 4 or above | School   | 90 (89) | 95 (83)     | 100 (94) |
|   | National | 70 (65) | 69 (59)     | 78 (69)  |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 9       | 10          | 10      |
|   | Girls    | 6       | 6           | 8       |
|   | Total    | 15      | 16          | 18      |
| Percentage of pupils at NC level 4 or above | School   | 75 (78) | 80 (78)     | 90 (83) |
|   | National | 68 (65) | 69 (65)     | 75 (72) |

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

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 132          |
| Any other minority ethnic group | 3            |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 6.5  |
| Number of pupils per qualified teacher   | 21.2 |
| Average class size                       | 27.6 |

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

|   |    |
|---|----|
| Total number of education support staff | 8  |
| Total aggregate hours worked per week   | 42 |

### ***Financial information***

|  |           |
|--|-----------|
| Financial year                             | 1998/1999 |
|  | £         |
| Total income                               | 224,897   |
| Total expenditure                          | 221,777   |
| Expenditure per pupil                      | 1,706     |
| Balance brought forward from previous year | 16,961    |
| Balance carried forward to next year       | 20,081    |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 103 |
| Number of questionnaires returned | 91  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 56             | 38            | 4                | 1                 | 0          |
| My child is making good progress in school.  | 58             | 35            | 4                | 0                 | 2          |
| Behaviour in the school is good.   | 54             | 42            | 1                | 0                 | 3          |
| My child gets the right amount of work to do at home.                              | 43             | 38            | 12               | 2                 | 4          |
| The teaching is good.  | 68             | 29            | 1                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 57             | 35            | 5                | 0                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 81             | 16            | 1                | 0                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 66             | 32            | 1                | 0                 | 1          |
| The school works closely with parents.   | 55             | 37            | 5                | 0                 | 2          |
| The school is well led and managed.  | 63             | 32            | 2                | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 62             | 34            | 1                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 49             | 31            | 13               | 1                 | 5          |