

INSPECTION REPORT

Black Torrington CE (C) Primary School

Beaworthy

LEA area: Devon

Unique reference number: 113372

Headteacher: Mr Mark Raven

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 29 February 2000

Inspection number: 182728

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Black Torrington Beaworthy Devon
Postcode:	EX21 5PU
Telephone number:	01409 231262
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Gale
Date of previous inspection:	15 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Black Torrington C of E Primary School is a small rural school with 28 pupils on roll. Most of the pupils attend the school from the village and surrounding area. There are no pupils from ethnic minority groups attending the school. There are 6 (20.6%) pupils on the school's register of pupils with special educational needs (around average) and 2 (6.8%) pupils have statements, (well above the national average). No pupils are eligible for free school meals. The attainment of children on entry to the school is average. The school is divided into two key stage classes. The Key Stage 1 class has 10 pupils and the Key Stage 2 class has 18. Because of a lack of children in the village the number of pupils in the younger class is dropping with only 4 forecast next year. Since October the Key Stage 1 class has been taught by a teacher on a temporary contract. This arrangement will continue until April when the permanent teacher is due to return.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. The pupils achieve high standards in literacy and science, and good standards in mathematics and in most other subjects. During the inspection teachers maintained pupils' attention in lessons and aided their learning by planning tasks that were closely matched to pupils' abilities. The overall leadership and management of the school are good. The headteacher's leadership is very good, he has worked hard to redress the issues raised at the previous inspection and to make the governors more focused in fulfilling their role. The headteacher, governors and staff all work hard to create an interesting and stimulating learning environment. Pupils' attainments are monitored carefully to ensure that high standards are maintained and improvement is on-going feature. The school provides good value for money.

What the school does well

- Teaching, particularly at Key Stage 2, is of a high quality and tasks are carefully matched to pupils' prior attainment.
- The provision for spiritual development of the pupils is excellent, and that for their moral, social and cultural development are very good.
- The leadership provided by the headteacher is very good and focused clearly on what can be done to improve further.
- The planning of work at Key Stage 2 is very good.

What could be improved

- The quality of medium term planning and written work at Key Stage 1, especially that for pupils with special educational needs.
- Opportunities for parents to discuss their children's progress formally with teachers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1995. At that time standards achieved by the pupils were good in reading, writing and mathematics, although there were concerns that higher achieving pupils were not fulfilling their potential in science. Pupils continue to achieve high standards in English and good standards in mathematics but these achievements are now extended to science. The improvement in standards is greater than the national trend although caution should be exercised when considering the results of such a small number of pupils. The quality of education provided by the school was good and this is still the case with all the teaching observed being at least good with all of that in Key Stage 2 being very good. The role of the governors was underdeveloped in 1995. This has been redressed. The headteacher has instigated procedures that keep governors better informed. He works very hard to arrange appropriate training for them. Curriculum planning and assessment procedures have been very well developed in Key Stage 2 but these have yet to be extended to Key Stage 1. All the health and safety issues raised at the last inspection have been addressed despite the fact that the school has lost the school hall. The new replacement building being planned will make a much-needed improvement to facilities. The headteacher is well aware of the needs of the school and next steps for further development. The school is well placed to improve

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	E	A	A	A
Mathematics	C	A	B	D
Science	D	A	A*	A*

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that the pupils of eleven years of age in 1999, reached standards well above the national average in English, and very high in science. Standards in mathematics were above the national average. Compared with results achieved by pupils in similar schools standards are very high in science, well above average in English. Although standards in mathematics are below the average achieved in similar schools all pupils achieved the national level 4. However, no pupils achieved the higher level 5. It must be remembered that with such a small group of pupils one pupil makes a great difference to percentage points and such statistics should be viewed with great caution. The work pupils were doing during the inspection confirmed that standards are above average although targets set for this year show expectations to be slightly lower reflecting the comparative weaknesses within the present group of Year 6 pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes towards their work and the school are very good. They are highly motivated and eager to learn because lessons are made interesting and stimulating. They are very attentive and responsive and show a delight at being in school.
Behaviour, in and out of classrooms	Behaviour is good overall. It is satisfactory in Key Stage 1 and very good in Key Stage 2. Pupils are polite to their teachers and each other. They move around the school sensibly and playtimes are harmonious.
Personal development and relationships	Pupils have developed very good learning skills and work independently on class and individual project work. They co-operate well. They take responsibility for a number of tasks around the classrooms and school. Relationships between pupils and adults are very good.
Attendance	Attendance is very good and well above the national average. Pupils are eager to attend school. Pupils arrive on time and sessions start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	N/A	Good	Very good

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

The quality of teaching in all lessons was at least good. All lessons observed in Key Stage 2 were very good. The teaching of English and mathematics is particularly successful because both teachers are knowledgeable and provide tasks that are challenging and inspire the pupils. Teaching of English in Key Stage 1 shows considerable improvement since October with a wide range of tasks being planned which excites and inspires the pupils. This enables them to do their best and learn effectively because their interest is aroused and maintained. The teaching of literacy and numeracy has been successfully implemented and teachers are confident and enthusiastic. The strategies, particularly that in literacy, have been adapted appropriately to meet the needs of the school. For example, in Key Stage 1 the school has decided to concentrate on extending the range of writing. The use of the group reading session in literacy is proving to be of good benefit to all pupils and teachers use this time very well to develop pupils' reading skills and give more concentrated help to individuals. The attitudes of the older pupils help them learn effectively because they concentrate well, work and research independently, and listen carefully to the teacher and each other. They show enthusiasm for the tasks set because they are matched well to their individual abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced curriculum. It includes a very good programme of personal and social education for the pupils. The range of visits, projects and extra-curricular activities provided by the school is good. Curriculum planning in Key Stage 2 is of a high standard and includes cross-curricular elements that enrich pupils' learning. Medium term planning in Key Stage 1 is unsatisfactory and requires urgent revision. The planning of numeracy and literacy are strengths.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils are well supported and outside agencies are consulted as and when appropriate. However the special needs co-ordinator has not provided the headteacher with up to date individual education plans, with appropriate targets, which is unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good overall provision for pupils' personal development. The provision for pupils' spiritual development is excellent. It is encompassed within the whole school ethos and opportunities to explore the spiritual elements within the world surround the pupils. The staff are very good role models and social, moral and cultural development are all very strong. Pupils develop a clear understanding of right and wrong. Pupils have the chance to explore different cultures through music and art as well as the foundation subjects as a whole.
How well the school cares for its pupils	Generally good overall. There are regular health and safety checks. Behaviour and discipline policies are in place and consistently applied by all staff and adults in the school. Appropriate child protection procedures are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The leadership of the headteacher is strong. He has insight and vision for the future of the school. The current teaching team is making a major contribution to the smooth running of the school by planning pupils' work carefully and monitoring their achievements. All share the commitment to on-going improvement.
How well the governors fulfil their responsibilities	Committed governors support the headteacher and school. They are more efficient than at the previous inspection. They are keen and enthusiastic and have greater awareness of their responsibilities. They are becoming more effective at fulfilling these.
The school's evaluation of its performance	The school has an effective overall monitoring and evaluation strategy. Pupils' performance is carefully tracked and monitored on an individual and year group basis and close attention is paid to the achievements of higher and lower attaining pupils. The curriculum is also monitored through regular discussion and staff meetings. The implementation of the literacy and numeracy strategies has been suitably monitored. Needs have been identified and appropriate priorities set.
The strategic use of resources	Good use is made of all resources – staff, financial and material. Staffing resources are the school's priority and are well utilised so that effective cover is available for when the headteacher has time for administrative duties. Financial planning is carefully monitored and the principles of best value are consistently applied, for example the headteacher has gained the qualification necessary to test electrical equipment himself. The accommodation is inadequate and cramped and the school cannot fully implement the gymnastics element of the physical education curriculum. This school urgently needs the new building which is currently being planned.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards are generally good and have improved in Key Stage 1 since October 1999. There are very good relationships between the pupils and staff. Their children are happy at school. The school looks after their children. 	<ul style="list-style-type: none"> Parents would like more formal opportunities to discuss their children's progress. Parents would like more extra-curricular activities.

The inspection team talked to parents at the parents' meeting and on the day of the inspection as well as analysing parents' questionnaires. The majority of parents were highly supportive of the school. The team endorses parents' positive views. Although teachers are always available to speak to parents before and after school every day, there are too few formal meetings held with parents specifically to discuss pupils' progress. Bearing in mind the size of the school and staff, there are a sufficient number of good quality extra curricular activities and visits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching, particularly at Key Stage 2 is of a high quality and carefully matched to pupils' prior attainment.

1. The quality of teaching is good overall and is a strength of the school. In all the lessons observed the teaching was good or better. The teaching, and the opportunities it provides for pupils to improve their learning skills, is the major contributory factor to the high standards the school is striving for and achieving.
2. The good teaching is characterised by meticulous planning for the different abilities and ages of the pupils and through the provision of challenging and interesting activities. Thus in the Key Stage 1 literacy hour, Year 2 and more able younger pupils were set the task of writing the next rhyming couplet to go with poem they had just been studying. Special attention was paid to the rhythm of the poem. Pupils were encouraged to listen to this by repeating it to themselves with the teacher asking 'can you hear how it goes?' and reinforcing this by clapping it out with the pupils. In addition to this pupils discussed the alliteration of words, where they had found this before and they were able to refer back to previous learning. They could clearly remember the story of 'The 'Elephant's Child' and the 'great grey, green, greasy Limpopo River'. As a result several very good efforts were produced by these young pupils – 'Out in the park and play light, under a tree or three, out in the golden grasslight, that's where the wind blows free'.
3. In Key Stage 2, teaching for all lessons observed is very good. Teaching is very effective because the teacher's high expectations are matched to tasks and teaching strategies which challenge all pupils appropriately. Well planned, clearly differentiated activities enabled pupils of all ages and abilities to make good progress. Lesson objectives are discussed, referred to during the lesson and reinforced in the plenary session at the end of the lesson, so that the pupils and teacher leave, knowing what has been learned. In numeracy a range of problems is studied, and the language used is carefully discussed. Prompt sheets are provided to enable all pupils to clearly think through the steps involved in solving a problem. For example, the calculations needed, the answer to the calculations and how these can be used to solve the problem. Year 5 pupils tackled problem solving in a slightly different way from the rest of the class by 'playing' a triominoes game. This involved them thinking through problems mentally using addition and subtraction and they found it stimulating and enjoyable whilst improving their mental mathematics skills. Younger pupils received very good support from a learning support assistant who asked pertinent questions and gave clear explanations. She constantly asked the pupils how they reached their answers and by doing this ensured that they had fully understood the methods needed to arrive at the correct solution.
4. Expectations of what the pupils are capable of achieving are high, this was evident from the work seen in pupils' workbooks across the curriculum. Learning is reinforced strongly and pupils are able to relate to it in a different context. For example, in a religious education lesson the pupils were discussing John the Baptist and his diet consisting of locusts and wild honey. One pupil was able to refer back to a previous topic on Egypt, and said that God had sent a plague of locusts to Egypt to destroy the crops. It had an immediate impact and made the point about the frugality of John the Baptist's diet very strongly.
5. In plenary sessions at the end of lessons teachers reinforce what has been learned in the lesson by the use of effective questioning. They value the pupils' responses and include pupils of all age groups in the sharing of knowledge gained. The positive encouragement used is reinforced by the appropriate use of well-earned praise and stickers for good work.

The spiritual development of the pupils is excellent and their moral, social and cultural development is very good.

6. The spiritual element permeates the whole school curriculum and is endemic in the whole ethos of the school. Religious education, collective worship and lessons all provide time for reflection and consideration of a wide range of issues. These may be as diverse as considering the sea when it is 'angry', or discussing the consequences to the village of Eyam when plague contaminated clothing was sent to them. Assemblies encourage pupils to reflect on such themes as 'What makes people special?' and from this they gain the understanding that one cannot judge people from physical appearance. These occasions allow pupils' individual spiritual awareness to develop. Further opportunities are provided by the investigation into faiths other than Christianity, for example Judaism and Islam, as well as the different traditions within Christian churches themselves. For example, the pupils in Key Stage 2 discussed the importance of water to Christians and learned about the different forms of baptism in various Christian churches. Other opportunities for appreciating the awe and wonder of the world around us are integrated into the curriculum. For example, In Key Stage 1, pupils were transfixed when they shone a torch through an ice balloon. In Key Stage 2 art, the provision of dramatic and inspiring pictures of the sea in a variety of moods by a range of artists gave pupils the opportunity to produce their own poetry.
7. Very good provision is made for pupils' moral development. A framework of values is built up in a number of ways. There are clear classroom rules which pupils in both classes have devised for themselves. These are consistently applied and all pupils are expected to keep them. Pupils are taught to respect each other's property and the environment of the school. All adults have high expectations of pupils' behaviour in class, the playground and at lunchtime.
8. Pupils' social development is very good. From the time they first enter the school they are expected to take responsibility for a variety of tasks around the classroom and around the school, for example, preparing the Key Stage 2 classroom for lunch, or monitoring the taps in the cloakrooms to ensure they are turned off. Pupils work co-operatively together in class. For example, in Key Stage 1, the youngest pupils were making words using letter cards. They shared these well and helped each other when appropriate. The pupils are taught the elements of fair play; self discipline and team work. They are aware of and respect the feelings of others. The pupils in Key Stage 2 have all learned how to sign in order to be able to communicate more effectively with a pupil who has a cochlea implant. They raise funds, for various national charities and last year were delighted when an air ambulance arrived on the village field to receive a cheque from the pupils.
9. The curriculum provides for a wide range of cultural activities and pupils' multi-cultural awareness is actively promoted. Topics such as that on Egypt allow for the investigation into other cultures and traditions. A range of festivals of other cultures is celebrated in assembly. The school has visited the Islamic centre in Exeter and plans to visit a synagogue in the near future. The headteacher shares his own personal experiences, of growing up in an extended family, with the pupils to further extend their tolerance and understanding. The pupils are encouraged to appreciate a wide variety of poetry, art and music and took part in making a collage canvas for the Tate Gallery in St Ives. The display boards contain quotes by poets as diverse as Walt Whitman and William Shakespeare as well as from the Bible to give the pupils as wide a cultural experience as possible.

The leadership provided by the headteacher is very good and clearly focused on what needs to be done to improve further.

10. The leadership provided by the headteacher is very good. He has been in post for four years and since the last inspection has developed a strong vision for the future and provides very clear educational direction for the school. He has a large work overload as he is currently responsible for all subjects and aspects of the school in the temporary absence of the permanent Key Stage 1 teacher. His main focus is to maintain and improve the already high standards, but he also aims to fully develop the personality of the pupils so that they are well

prepared to enter the community as well rounded individuals. In this he is particularly successful with the support of his staff and governors. The full and diverse curriculum helps to achieve these aims.

11. Since the last inspection the headteacher, staff and governors have re-written the school aims to make them more relevant to the pupils and the school. The head was very aware of the need to raise governors' awareness of the demands of their role and to this end has worked closely with the chair of governors to provide training and institute procedures to help this process, for example, the monitoring of the budget. Governors visit the school more regularly and are more aware and knowledgeable about their their roles, for example in relation to special needs. The headteacher is chairman of the local academic council and has been instrumental in arranging for local in-house training for governors of the schools within the cluster.
12. Within the school he is aware of the need to raise standards at Key Stage 1, particularly in writing. To this end, with the temporary teacher, he has begun to radically revise the English curriculum to ensure that pupils are taught skills in a sequential, structured way, and they are given the chance to write in a range of styles on tasks which both excite and inspire them. For example, he has discontinued the practice of writing 'news' week in, week out. Instead the pupils study a range of literature in literacy hours, and follow this up by writing, for example, wanted posters for the big bad wolf. One pupil with learning difficulties has made quite startling progress with his spelling and writing since October because he now finds the work interesting and achievable.

The planning of work at Key Stage 2 is very good.

13. Key Stage 2 plans adhere to the overall two year topic plan and are written on a half termly basis. They contain details for activities within a subject on a lesson by lesson basis. Clear learning objectives are identified for each year group and the plans show how the subject develops within each year. Tasks are carefully selected to match the abilities of pupils in each subject and assessment and success criteria are built in. Numeracy and literacy sessions are planned in a similar way, which ensures continuity of approach. Work is clearly linked to the National Curriculum Programmes of Study. Where visits are planned – for example, the visit to The Vine Christian Centre,- details of the focus of the visit and how it will be followed up are carefully thought out.
14. The teacher plans carefully for the pupils to apply their reading, writing and numeracy across the curriculum. Reading and writing are applied well to geography, history, and religious education and although worksheets are occasionally used these do not limit the pupils' ability to write for a range of purposes. The opportunity to research a range of topics is built into the overall curriculum. Numeracy is applied well to science, design and technology, history and geography.
15. There are numerous examples of cross-curricular links. The pupils have recently carried out a project with 'The Parcel of Patterns' as its central theme. Not only has this reinforced work in measurement in mathematics and reading and writing in literacy, but has also allowed the pupils to do much historical research, for example, into the origin of nursery rhymes such as ring a ring of roses. They have studied pictures of the countryside and painted their own impressions of the Derbyshire dales using colour, tone and texture sensitively and delicately.
16. Curriculum provision and the teacher's classroom management ensure good equality of access and opportunity to worthwhile tasks for all pupils. The majority of lessons provide tasks that challenge pupils in line with their attainment, and all pupils are sufficiently extended. There is an appropriate policy for equal opportunities underpinning the school's successful promotion of opportunities for all.

WHAT COULD BE IMPROVED

The quality of planning and written work at Key Stage 1, especially that for pupils with special educational needs.

17. The Key Stage 1 class is currently being taught by a temporary teacher who has had to come in and pick up the reins with almost no planning documentation to help her.
18. On studying the planning documentation for Key Stage 1, it is apparent that too little attention has been paid to the on-going development of the curriculum. The plans examined were of the topic web variety and a myriad of ideas and inspirations were listed under each subject heading. The file also contained the pasted in National Curriculum Programmes of Study. These were not linked to any specific tasks or activities and are thus of minimal value. The topic web ideas were not related to National Curriculum areas and there is no detail as to how teaching should take place, no learning objectives and no indication of tasks to meet the needs of pupils with varying needs and abilities. Whilst many of the ideas in themselves were appropriate and good starting points they have not been sufficiently expanded.
19. The planning for literacy and numeracy was unsatisfactory and does not show how activities have been used in the classroom. Record keeping was at a minimum and there is little indication of what pupils have learned and what levels they have achieved. All this made taking over a class part way through a term difficult although the transition has been achieved successfully by the hard work of the current teaching team.
20. The standards of written work achieved by pupils in the Key Stage 1 class prior to October were generally unsatisfactory. The class was set uninspiring and repetitive tasks such as writing 'news' on a week by week basis. The planning for pupils with special educational needs was also unsatisfactory and it was evident that they were making little progress. One child wrote a string of unconnected letters every week, which then had a sentence added by the teacher. The child is now able to write decipherable sentences independently because the tasks set interest and enthuse him. He was able to compose a wanted poster for the big bad wolf with several common words spelt correctly.
21. The school has several pupils with special educational needs. These are well provided for in class, particularly in Key Stage 2 with teachers providing tasks that are well matched to their needs and abilities. However, the headteacher has not been provided with the special needs file or any individual education plans for the pupils in Key Stage 1 by the co-ordinator. This means that the temporary teacher has little idea of specific difficulties, requirements, or targets set. Whilst the short term needs of the pupils are being met, any longer term requirements remain unknown. This is a wholly unsatisfactory position and the governors should ensure that it is rectified as quickly as possible.

There should be more opportunities for parents to discuss their children's progress formally with teachers.

22. The school's relationship with parents overall is very good. However, parents expressed concern both at the parents' meeting and in the questionnaire over the opportunities provided by the school to discuss their children's progress.
23. At the current time, according to the prospectus, parents are given the chance to attend meetings at the school twice yearly - in the autumn and in the summer. These are designed to be more formal occasions when parents can discuss their children's progress with the class teachers. However, parents at the parents' meeting said they only had meetings once during the school year, in the autumn, which they found insufficient.

24. In the summer term reports are distributed. These are full records of a child's achievement in the core subjects of English mathematics and science, and some detail about other subjects covered. There is also a useful evaluation of each child's personal development. There is currently no opportunity for parent input as there is no reply slip or space for parents or pupils to express their views.
25. Parents have said that if they contact the school and ask for an appointment to meet their child's teacher this is invariably possible, and it has to be appreciated that teachers – including the headteacher - are teaching full time during the school day. The school should take this opportunity to review the situation and sound out parents' wishes, as about 25% of parents with children at the school were unhappy with the present system.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards in Key Stage 1 the governors, headteacher and staff should :

- Revise medium and short term planning procedures so that all work is planned using a common format such as that used at Key Stage 2.
- Plan work for each subject area using the National Curriculum Programmes of Study to devise tasks and activities that are clearly matched to the ages, abilities and interests of the pupils.
- Provide where necessary extra training for staff in order that English skills are taught and developed sequentially, and challenging tasks provided which re-inforce what has been learned.
- Monitor the progress of the above actions to ensure they are completed within a reasonable time scale to a satisfactory standard.

In order to provide more effectively for pupils with special educational needs the headteacher, governors and staff should:

- Ensure that individual education plans are provided immediately for those pupils who require them, with appropriate short term, achievable targets.

In order to improve communication with parents by, the headteacher, governors and staff should:

- Review and improve the system for keeping parents informed of their children's progress.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	5	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28
Number of full-time pupils eligible for free school meals	0

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	6

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	3.3
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

National Curriculum assessments are not re-produced due to the low number of pupils in both age groups.

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	28
Any other minority ethnic group	0

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)	2.3
Number of pupils per qualified teacher	13.1
Average class size	15

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	42.5

FTE means full-time equivalent.

Financial information

Financial year	1998/9
	£
Total income	90163
Total expenditure	90101
Expenditure per pupil	2816
Balance brought forward from previous year	19471
Balance carried forward to next year	19533

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	28
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36	64	0	0	0
My child is making good progress in school.	50	43	0	7	0
Behaviour in the school is good.	43	57	0	0	0
My child gets the right amount of work to do at home.	36	43	22	0	0
The teaching is good.	50	43	7	0	0
I am kept well informed about how my child is getting on.	29	28	43	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	28	7	7	0
The school expects my child to work hard and achieve his or her best.	50	43	0	0	7
The school works closely with parents.	36	36	21	7	0
The school is well led and managed.	50	36	14	0	0
The school is helping my child become mature and responsible.	50	36	14	0	0
The school provides an interesting range of activities outside lessons.	29	21	36	14	0

Other issues raised by parents

Most parents were very supportive of the school and the other main concerns raised were to do with standards at Key Stage 1 prior to October which have been thoroughly examined and reported on by the inspection team.