

## INSPECTION REPORT

### **WEBBERS PRIMARY SCHOOL**

Holcombe Rogus  
Wellington

LEA area: Devon

Unique reference number: 113434

Headteacher: Mrs Patricia Collier

Reporting inspector: Geoff Burgess  
23708

Dates of inspection: 5<sup>th</sup> & 6<sup>th</sup> February 2001

Inspection number: 182737

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:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Holcombe Rogus Wellington Somerset
Postcode:	TA21 0PE
Telephone number:	01823 672510
Fax number:	01823 672510
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Stevenson
Date of previous inspection:	April 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23708	Geoff Burgess	Registered inspector
13911	Julie Gallichan	Lay inspector

The inspection contractor was:

Geoff Burgess Inspections

4 Dodhams Farm Close  
Bradpole  
Bridport  
Dorset  
DT6 3EZ

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Webbers is a very typical small village primary school. It serves a wide spectrum of families of British heritage mainly from the village of Holcombe Rogus and the surrounding hamlets and farms but with nearly a half from out of the school's official catchment area. Very few pupils are entitled to free school meals and a below average number of pupils are on the special needs register although one of these has a statement of special need with another pending. The number of pupils on roll has increased over the years to the current 74 helped by steady improvements in the accommodation. With almost all pupils attending some form of pre-school provision, attainment on entry is above that found in most schools.

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

This is a very good school, very well led and managed where very good teaching is helping pupils to work hard, achieve well and reach high standards when they leave. Its levels of funding are similar to most schools of its size and the attainments of four-year-olds when they start school are above average. The school gives good value for money

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

- Very good teaching, especially in the older classes, helps all pupils to achieve well in English and mathematics and eleven-year-olds to achieve very good standards when they leave.
- High quality provision in all the other subjects ensures that pupils experience a rich range of learning opportunities much enhanced by trips, visitors & other activities in addition to lessons
  - Pupils' personal development has a very high priority. They are enthusiastic, work hard, behave very well, relate well to each other and are becoming thoughtful and responsible citizens of the world
- It makes very good use of the unique array of talent and expertise among its staff and has made the most of its buildings and grounds
- Staff, parents and children have created a caring community in which everyone is valued and is able to do their best for the good of the children
- The headteacher is an outstanding leader and manager who is making the most of the schools' assets and making it possible for all staff and pupils to achieve high personal standards

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

- Although overall, the school provides very good learning opportunities for its pupils, the curriculum for four-year-olds is not as well developed as that for older pupils.

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

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

At the time of the school's last inspection in April 1995, standards were said to be 'consistently sound overall'. They are now well above average throughout the school with last year's leavers achieving outstanding results. All the issues identified have been worked on over the years with a great deal of progress in several recently. The new computer suite and information technology coordinator are having a very positive impact on standards. Parents are very happy with the information they receive about their children's progress. Changes in the governing body have given the opportunity for them to be more involved and they now take an informed and active role in the school. The improvements made since 1995 have been very good.

## 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
	1998	1999	2000	2000
English	B	B	A*	A*
mathematics	A	C	A*	A*
science	A*	A	A*	A*

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

With small numbers in each year group, the school is vulnerable to the ups and downs caused by the impact of individual pupils. The small group of eleven-year-olds achieved outstanding results last year in all three core subjects with almost all pupils achieving higher grades. This put the school in the top five per cent when compared with all schools and those in a similar situation and continued an upward trend over the past four years with an unexpected drop in mathematics results the previous year. Pupils are achieving at least as well this year in each subject but with two pupils with special needs in a small year group, national test results will not be as good. National test results for seven-year-olds have also been improving steadily with reading, writing and mathematics all being well above average in 2000. Current standards in year two are also well above average. Attainment in almost all other subjects is better than might be expected for the ages of the pupils concerned with a pronounced improvement in pupils' achievement in information technology. Under fives make sound progress in their foundation year and are ready for the National Curriculum by the end of their first year in school. Speaking and listening skills are very well developed throughout the school. The small number of pupils who find learning more difficult are well supported and make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls are very positive about school and join in wholeheartedly with all it has to offer. They are very keen to talk about their work and work hard to complete tasks set. When asked what subjects they like most, many list the whole curriculum.
Behaviour, in and out of classrooms	Very good behaviour all round the school makes a very significant contribution to the standards achieved and the happy, ordered feel of the school. Adults rarely have to intervene but when they do, pupils react quickly and positively.
Personal development and relationships	Everybody gets on very well with everybody else and visitors are made very welcome. All adults act as excellent role models in this respect and this helps to foster the family feel of the school. Pupils are growing into sensible and mature citizens and are always ready to use their initiative and take personal responsibility for their learning. Older pupils are very good at looking after their younger schoolmates.
Attendance	Boys and girls say they love school. Any absence is always associated with real illness or family circumstances. Punctuality is good.

Pupils make a very strong contribution to their own achievements and to the ordered, optimistic and positive feel of the school by the way they cheerfully and confidently do all that is expected of them in and out of lessons.

## TEACHING AND LEARNING

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

All teaching observed was at least good with more than a half very good in a range of subjects, especially in the older classes. The imaginative use of teachers with particular expertise in teaching art, information technology, music, science and physical education makes a very valuable contribution to the quality of teaching and learning in these subjects. Well-planned and focussed teaching of the basic skills of literacy and numeracy is a key factor in ensuring that the school achieves good results in national testing most years. High expectations for pupils' behaviour and good work habits in all three classrooms ensures that no time is lost and that teachers and their helpers can devote all their time to supporting learning. Relationships are excellent and the confidence and high self-esteem developed in the children is very important in helping them to take responsibility for their own learning. Pupils who find learning difficult are well catered for.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of learning opportunities with literacy and numeracy very well represented and high quality provision in all the other subjects. Pupils' experiences are much enhanced by a very good range of activities in addition to lessons and the well-established personal, social and health programme. The curriculum in the foundation classes is sound but not as well developed as in the older year groups.
Provision for pupils with special educational needs	Good provision for pupils who find learning difficult is made either by 'extra' teachers or skilled support assistants mainly working outside the classroom. Other pupils are well supported in class by their teachers who provide work at the appropriate levels some supported by a classroom assistant. Procedures for identifying need, setting targets and monitoring progress are effective and overall provision and progress are good.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make very good provision for pupils' personal development notably in its very good arrangements for the development of their social skills and attitudes and very good attention to promoting moral awareness. Curricular provision for pupils to appreciate their own cultural heritage, learn about and value cultural diversity and reflect on their feelings and life is also very good.
How well the school cares for its pupils	The school takes very good care of its pupils whose interests are at the core of each decision made. Every aspect of their health, welfare and safety is taken very seriously and policies and procedures are seen to be understood and followed by the whole school community. Novel staffing arrangements mean that all staff come into contact with all the children regularly and know them very well. All aspects of pupils' school lives are carefully monitored and parents are appropriately involved in any measures that the school may take to help their children.

Parents are very appreciative of the work of the school and have every confidence in the head and staff. The very good relationship which exists between parents and staff was plain to see at the beginning and end of each day.

## HOW WELL THE SCHOOL IS LED AND MANAGED



Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has provided continuing very good educational and pastoral leadership over the years to bring the school to its present very healthy situation. Very clearly expressed aims and values drive its work and these are reflected in its efficient & unobtrusive management. A key element of this has been the way all staff at the school have been encouraged and helped to develop their leadership roles and they now form a significant force for good in the development of the school.
How well the governors fulfil their responsibilities	After having a very settled governing body for many years, many new governors have been appointed over the past two or three years. New structures and procedures have been established and business is conducted efficiently. They are becoming ever more effective in their roles in monitoring and decision making and make a good contribution to the management of the school. Individually and collectively they are very supportive & keen for the school to succeed.
The school's evaluation of its performance	The school is very aware of the need to ensure that it sustains the highest standards and staff are increasingly using comparative data to measure its success, modify planning and set priorities. Very good use is made of optional and standardised tests to monitor the progress of groups and individuals. Classroom practice in literacy and numeracy has been observed regularly and plans have been made to extend this to other subjects. Good use is made of parent and community questionnaires to see what more the school could do to improve links.
The strategic use of resources	The school has little room for manoeuvre with its budget but where it has choice, funds are spent on what staff and governors agree is important. Very effective improvements have been made to the accommodation and the grounds at very reasonable cost. These have made good use of the available space, improved conditions and increased the scope for teachers to work in a variety of ways. Very imaginative and effective use is made of the exceptional range of talents and expertise possessed by the staff to enhance teaching and the curriculum. A generally good supply of teaching resources is effectively stored and well used.

In all the above, the contribution of the headteacher in making the most of the leadership skills and talents of the whole school community and ensuring that the school has focussed on what really matters has been paramount.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• their children enjoy going to school</li> <li>• teaching is good and their children are making good progress</li> <li>• the school is helping pupils to grow up sensibly and behaviour is good</li> <li>• pupils are expected to work hard and do their best</li> <li>• the staff are very approachable and the school works closely with parents</li> <li>• they are kept well informed about their children's progress and homework provides a useful opportunity for them to help</li> <li>• the school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Inspectors agree strongly with all parents' positive views

## **PART B: COMMENTARY**

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

#### **Very good teaching helps all pupils to achieve well in English and mathematics.**

1. The school was concentrating on the basics of literacy and numeracy before recent national initiatives and has used the materials and structures of the two strategies to enable it to stay well ahead of most schools in reading, writing and mathematics. High standards are spread across the ability range and the school's close attention to the needs of its few lower attaining pupils has enabled almost all to achieve the national average in recent years.
2. Continued high standards in the core subjects come largely from consistently good and often very good teaching by class teachers, support teachers and classroom assistants. The contribution of volunteers in school and of parents in supporting their children at home is also a significant factor. Boys and girls know exactly what to do, what is expected of them and how long they have to do it. Expectations are very high and no time is lost in sorting out problems or nudging the unhurried. The use of well-chosen, stimulating materials and captivating descriptions and explanations helps with this process. Work is meticulously planned and prepared and, through good on-going assessment, is invariably well matched to the needs of the various groups and individuals. All adults involved are constantly monitoring levels of understanding and what is going on in the class and this information is regularly used to modify the work provided.
3. Provision for reading is very good with pupils being given the opportunity to share in and take home a wide range of well chosen reading materials from school and the mobile library. Most children are still heard to read individually at least weekly and homework/reading diaries are very useful records of the contribution parents make in this direction. Guided and shared reading are important strategies for enabling pupils to look in detail at a wider range of reading materials than they might otherwise choose. Years three and four delighted in the complex relationship between 'The Fisherman and his Wife' and the teacher made very good use of the text to study the subtleties of the language. The verb 'sighed' told the children how the wife was feeling and 'discontented' was identified as an adjective with the prefix 'dis-'.  
  
4. Evidence of the high quality of pupils' written work is on display all around the school. A year five and six poem entitled 'In My Box' motivated pupils to write about 'a ponies rhythmic canter' – 'the finest flame from a dragon' and 'its hinges are the toe joints of dinosaurs'. The care taken in presentation either in handwriting or in the use of computer text and graphics emphasises the importance given to pupils' own writing. This was carried through into a lesson where the poem 'City Jungle' was used to raise awareness of similes, metaphors and personification with the clearly expressed objective of using some to enliven pupils' writing later in the week. An important factor in the quality of the finished products is the fact that boys and girls are given sufficient time to prepare for, complete, improve and present their writing.
5. The numeracy initiative has focussed the attention of teachers on strategies rather than just rote learning and as a consequence, it is easy to have interesting and challenging conversations even with young pupils about the nature of number. This was well shown in the youngest class where after a brisk warm-up involving counting on and back and looking at the days special number, twelve, older pupils were encouraged to explain how they would add together groups of three numbers. After using questioning to remind the boys and girls that it always helps to start adding with the biggest number, the whole focus was on encouraging pupils to find their own 'easy' ways using what they already know rather than using a rote method.

#### **High quality provision in all the other subjects ensures that pupils experience a rich range of learning opportunities**

6. It is to the school's great credit that it has been able to sustain high standards in all the other subjects, and even improve standards in some, while having to focus on the national strategies for literacy and numeracy. As with writing, the quality of much of this work is evident in displays around the school and in pupils' completed work in their trays. Very good examples of this are the plaques and murals designed and made by pupils of all ages which are displayed prominently in all the public areas of the school. Each has a multi-cultural theme, such as the Indian inspired mirror, and pupils talked very proudly about their contribution. Examples of powered vehicles made in design technology share the corridor with a lovely interactive Victorian display and work on milk containers ranging from churns to plastic bottles with questions about conservation. Textured weaving,

sculptures inspired by Allan Bennett, silk hangings and observational drawings show the range of art work pupils are involved in. The impact of the current surge in activity in information and communications technology is also very evident with graphic patterns displayed in the infant class, beautifully produced desk top published poems in the computer area and graphs and tables in the work of years five and six. Science also features strongly with a very tempting hands-on display on the years five and six current topic of sound in the corner of their classroom.

7. Music has a very important part in the life of the school with several older pupils playing the recorder and orchestral instruments and the quality of singing being very good. As with literature, pupils are given the opportunity to experience a wide range of music that they might otherwise not come across, and regular opportunities to perform to an audience. The infectious confidence and enthusiasm of the teacher was obvious in the music lessons observed and pupils responded with real energy and enjoyment to work on pulse and rhythm. Despite not having a usable hall on site, physical education has an important place on the curriculum with specialist teaching in the village hall, good outside facilities including a swimming pool, when the weather allows, and plenty of extra-curricular and inter-school activity organised.

8. Extra activities organised by staff, parents and friends and neighbours of the school give pupils further opportunities to experience a wider curriculum. As well as the sports clubs mentioned above, music, computer, clay, sewing, film and French clubs happen in and out of school at various times through the year, with even Latin a possibility. Despite its relative isolation, the school makes sure that its pupils get out and about to see life outside the village. Visits in costume to Dunster Castle, to a synagogue and to Totnes are typical but last year's weeks exchange visit to France by 18 pupils was a literal 'piece de resistance' for such a small school.

### **Pupils' personal development has a very high priority.**

9. Pupils make a very good contribution to their own learning and the success of the school by being keen and enthusiastic about their work, behaving very well without the need for constant reminders or supervision and by getting along very well with everyone else in the school. The enthusiastic response which pupils in each class make whenever an answer or an opinion is required and the ordered and sensible way in which they listen patiently and then make their own contribution is a good example. This standard of behaviour has, for many years, been a key priority of the school and is now what the whole school community expects. As noted above, this is an important factor in the success the school has in achieving high academic standards.

10. Even the youngest children understand the rules for whole class discussions and will listen and wait their turn knowing that their contribution will be valued. Groups throughout the school get on busily and work together happily without the need for an adult to supervise them and, when required, almost all pupils can get their heads down and complete tasks against the clock. Boys and girls are required and expected to look after themselves, one another and the school and this produces a strong sense of belonging in the school. All are expected to play their part in this with many older pupils having special jobs. All adults play a very important role in promoting positive social and moral attitudes by the consistent way they deal with children and just as importantly, by the excellent role models they provide. A good example of the importance the school gives to these areas is the very good work done recently to improve lunchtime play for all concerned.

11. Good behaviour and work and spontaneous acts of kindness or thoughtfulness are rewarded in a variety of ways and pupils are aware that their best efforts will be appreciated at whatever level. Moral and social issues are discussed in class and in assemblies at the appropriate level and pupil's well-developed sense of rightness and fairness is appealed to as a means of ensuring that they do the right thing for the right reasons – which they do.

12. Staff aim to offer more than just physical security and the National Curriculum and as a consequence pupils have a wide variety of rich and relevant experiences which promote their cultural and spiritual development very effectively. A good example was an assembly, which looked at a bunch of spring flowers, remembered pupils' feelings during the visit of the 'animal man'; celebrated pupils' work in response to this and related this to the wonders of creation which surround us every day. Many very good examples of pupils being encouraged to acknowledge and express their thoughts and feelings through literature, art, music and poetry were observed. Well presented displays encourage pupils to stop and think. Boys' and girls' cultural development is very well promoted with many opportunities, both in and out of lessons, for them to celebrate and enjoy the richness and diversity of man's cultural heritage. They are encouraged to explore a wide range of literature both from their own cultural heritage and from those of other cultures. Music and art are a strength of the school and cultural traditions and differences are often celebrated through these

subjects.

**It makes very good use of the unique array of talent and expertise among its staff and has made the most of its buildings and grounds**

13. A unique feature, and a strength, of Webbers School is the very impressive amount of specialist knowledge and expertise possessed by the staff. With the head the only full-time teacher, various job share combinations have made it possible for pupils to be taught by specialists and enthusiasts in many areas. This has had a profound effect on the quality of the curriculum provided and the quality of the work produced in these and other subjects. All children are actually taught by teachers who specialise in music, information technology and physical education with juniors benefiting from working with a scientist. The very impressive art work seen around the school is much influenced by the work of the art coordinator. All benefit from being able to concentrate on their strong subjects in the knowledge that the children are being very well served in all the other areas. Whole school consistency is guaranteed not only in content but in approach and the overview of standards and progress which individual teachers have over their subjects greatly simplifies monitoring, evaluation and any subsequent planning.

14. Just as the school's unique staffing structure has evolved over the years, so has its accommodation to meet the needs of its growing population and the developing curriculum. Every nook and cranny within the walls has been turned into a teaching space and the playgrounds, swimming pool and field have been developed for the benefit of children. The new computer suite is a very good example of the impact such developments have had on improving the opportunities pupils have to experience the full range of the curriculum. With these good facilities and a skilled teacher, pupils' achievements in working with computers are already very impressive.

**Staff, parents and children have created a strong, caring community in which everyone is valued and is able to do their best for the good of the children**

15. Parents and staff both say that the school's care for the individual child is one of its biggest strengths and inspectors agree. Many of the reasons for this are detailed above: the emphasis on celebrating pupils' work; very good relationships; high expectations; the priority given to personal development; the impact of most children working with most adults each week. However, at least as much comes down to the enormous regard and mutual respect which individuals and groups have for each other and the ethos and actions that stem from this. A good example of this is the time immediately before and after school when the classrooms and corridors are abuzz with conversations between teachers, parents and pupils. After consultations with parents, this has been extended into occasional 'short open mornings and afternoons' to further encourage parents to get involved in their children's life in school.

16. The school is a centre of interest and activity for parents and the wider local community. Everyone feels and is welcome and this encourages a positive and inclusive ethos. Various clubs, special events and social functions are centred on the school even though many take place at weekends or in the school holidays. Children from the school take a full part in community events and villagers with no real connection with the school frequently attend its events. The village hall makes physical education and performances possible for the school which reciprocates by making its pool available for the community in the summer. All this makes the school the focus for a community of interest and a source of pride in Holcombe Rogus.

**The headteacher is an outstanding leader and manager who is making the most of the school's assets**

17. Very good leadership and management by the head over many years has been a key factor in the present popularity of the school in the community, the high quality of education it provides and the standards it achieves. She has used the opportunities presented by the school's growth to develop its accommodation and resources and bring together a staff team full of talents. As noted above, the imaginative use of job shares and creative timetabling means that teachers are able to teach to their strengths and pupils receive a high quality curriculum. She uses her own teaching time to good advantage in this respect by freeing off other teachers to take their stronger subjects. It is largely through her determination that pupils should continue to receive a rich and balanced curriculum despite the focus on the basics that, as standards in literacy and numeracy have improved, the quality of children's work in the arts, science, the humanities and physical education has remained high.

18. Central to this is the way in which everyone who works in the school community is part of a team committed to all that is best for its children. Relationships and communication are very good and it is obvious that everyone's contribution is valued. The head delegates real responsibility, not just tasks, and teachers are encouraged to develop their subject management roles which they have done to good effect by leading improvements in their areas of responsibility. Despite the very good results achieved in testing, the school is still looking for further gains and nobody is sitting on their laurels

## **WHAT COULD BE IMPROVED**

**The curriculum for four-year-olds is not as well developed as that for older pupils.**

19. Four-year-olds are taught with five, six and seven year olds in the largest class in a room that is also used for whole school assemblies and the mid-day meal. This is a challenging agenda for the teacher and despite her best efforts, the curriculum she is able to provide for children in their foundation year does not match the quality that she and the rest of the staff are able to provide for older children. With such a wide age range, other than in whole class sessions, much of the direct supervision and supporting is, of necessity, delegated to classroom assistants who do well with the activities planned for them by the teacher. However, this tends to be a set task that is completed well before the session ends and is not necessarily matched to the range of abilities displayed in the group. For the rest of the lesson, children are allowed to choose from a range of play activities, some of which may be related to the objectives of the lesson. There is clearly scope to develop the role of the classroom assistants and involve them in planning and providing play opportunities more relevant to work in other areas. Four-year-olds currently have very little say in planning their own time or using their initiative. A system which involved them in making choices from purposeful play activities with a planned progression of skills in the areas of learning would significantly enhance the learning opportunities available for children in their foundation year.

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

To give children the best possible start to their school careers and match the high quality of the curriculum provided for the majority, the governors, headteacher and governors of Webbers Primary School should:

- (1) Develop systems and procedures which make it possible for the teacher and classroom assistants to provide activities which fully meet the needs of the youngest children by:
  - ensuring that play activities have specific learning objectives based on the stepping stones to the early learning goals and that boys and girls know what they are trying to achieve
  - developing simple systems which encourage and require four-year-olds to plan, manage and make a simple record of what they do in their 'free' play times
  - providing high-quality training and support for all adults who work with these young children, so that they can all make the best use of their talents and their time.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	54	46				

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	R – 6
Number of pupils on the school's roll (FTE for part-time pupils)		74
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	R – 6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		13

#### 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	10
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.6
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.

### 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
	2000	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (75)	100 (88)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (75)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	100 (77)	100 (69)	100 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (77)	100 (92)
	National	70 (68)	72 (69)	80 (75)

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

NB Since the number of boys and girls in each table is less than ten and too small a sample for statistical purposes, separate totals for each are omitted.

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	64
Any other minority ethnic group	

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

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

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

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

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

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

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	19.7
Average class size	22.3

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

Total number of education support staff	3
Total aggregate hours worked per week	48

### ***Financial information***

Financial year	2000
	£
Total income	148788
Total expenditure	146880
Expenditure per pupil	2069
Balance brought forward from previous year	18671
Balance carried forward to next year	20579



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32			
My child is making good progress in school.	70	30			
Behaviour in the school is good.	57	41	3		
My child gets the right amount of work to do at home.	57	35	8		
The teaching is good.	76	24			
I am kept well informed about how my child is getting on.	59	35	5		
I would feel comfortable about approaching the school with questions or a problem.	76	24			
The school expects my child to work hard and achieve his or her best.	84	16			
The school works closely with parents.	65	30	5		
The school is well led and managed.	73	27			
The school is helping my child become mature and responsible.	70	30			
The school provides an interesting range of activities outside lessons.	59	35	5		