

INSPECTION REPORT

SELSIDE ENDOWED CE SCHOOL

Kendal

LEA area: Cumbria

Unique reference number: 112327

Headteacher: Mrs C Field

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 26th – 27th March 2001

Inspection number: 186525

Short 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 - 11
Gender of pupils:	Mixed
School address:	Selside Kendal Cumbria
Postcode:	LA8 9LB
Telephone number:	01539 823649
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend R Dew
Date of previous inspection:	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This long established school is situated in the rural community of Selside, a few miles to the north of Kendal. The school also serves the communities of Longsleddale, and Skelsmergh. There are 72 boys and girls aged from 4 - 11 on the school roll. Pupils come from a mainly farming background. All are white, and all speak English as their first language. The proportion of pupils on the school's register for special educational needs is broadly in line with the national average, although the proportion of pupils with a Statement of Special Educational Need is above the average. No pupils are known to be eligible for free school meals. Attainment of children on entry to the school in the reception class varies from year to year, but this year is above what might be expected for children of this age.

HOW GOOD THE SCHOOL IS

In this very good school, pupils make good strides in their learning and achieve very well, not only in the high academic standards they reach, but also in their personal development. The headteacher and her team are firmly committed to giving the pupils the best quality education possible, including the high quality of teaching, from the resources available to the school. To this end they are very successful. There has been a very good level of improvement since the time of the last inspection. Pupils have very good attitudes to their learning, and their behaviour is almost faultless. When account is taken of all these factors, as well as the broadly average pupil unit costs for a school of its size, the school gives very good value for money.

What the school does well

- Pupils make very good progress and achieve high standards in English, mathematics and science.
- Pupils are eager to learn. Their behaviour is exemplary. They relate extremely well to each other and to their teachers.
- The headteacher, strongly supported by her staff and the governing body, leads the school exceptionally well.
- The partnership with parents is of a high standard and is very effective in supporting and promoting pupils' learning.

What could be improved

- The quality of marking in order to give pupils better guidance about how they can improve their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good level of improvement since its last inspection in January 1996. Standards of attainment in English, mathematics and science by the time pupils leave the school at eleven are higher than they were five years ago. Indeed, the school consistently reaches those scores in English and mathematics achieved by the top five per cent of schools, both nationally and in comparison with schools that take pupils from similar backgrounds. The school has dealt well with the issues raised at the previous inspection. Assessment procedures are more systematic and applied regularly, and the results of assessments help teachers very well to plan work that matches each pupil's prior level of attainment and takes their learning forward. Consequently, most pupils make very good progress as they move through the school. The governors have worked hard and successfully to extend and improve the building, with the result that the accommodation is more conducive and adaptable to pupils' learning across the curriculum. Improvements and extensions to computer equipment mean that all pupils have good opportunities to acquire and use skills in information and communication technology.

STANDARDS

For the past four years, the standards achieved in national tests at Key Stage 2 have been consistently well above average, or in the top five per cent when compared both with all schools and with schools who take pupils from similar backgrounds. However, the number of pupils eligible to take the tests at Key Stage 2 in 2000 was too small (three pupils) to draw reliable comparisons with other schools nationally. A fairer measure is to look at the progress made by individual pupils from the age of 8 to 11. This shows that pupils made very good progress and achieved very high results in English, mathematics and science. Current inspection findings indicate that the school is maintaining these high standards. Pupils make very good strides in their learning for a number of reasons. Firstly, teachers know their pupils very well because they use the school's good assessment procedures on a regular basis to identify pupils' levels of attainment. Secondly, teachers almost always give pupils work to do that accurately matches their individual levels of attainment. Thirdly, the school uses to very good effect the National Literacy and Numeracy Strategies. Pupils have good opportunities to apply these skills in most subjects of the curriculum. Similarly, pupils achieve well in information and communication technology because this subject has a high profile in the school; both in planning and the good way it is taught.

It is not possible to make secure judgements about pupils' progress in other subjects, but observations of the few lessons seen, pupils' work in their books and on display, and talking to pupils would suggest that standards are at least what they should be for pupils' ages. However, art is one subject where the pupils make particularly good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They concentrate very well, increasingly take responsibility for their work as they move through the school, and try to do their best.
Behaviour, in and out of classrooms	Behaviour is almost faultless. Typical is the way that pupils often undertake thoughtful acts, regardless of whether or not they are noticed.
Personal development and relationships	Pupils work and play extremely well together. They develop mature and responsible habits and relate very well to all adults in the school.
Attendance	Very good. Pupils enjoy coming to school, a point that is noted by all parents who attended the pre-inspection meeting and returned completed parent questionnaires.

Pupils' eagerness to learn is evident throughout the school. They take a very responsible attitude to their work, which they usually complete with enthusiasm in lessons. Relationships are founded on mutual respect for each other, resulting from the high expectations of teachers for pupils to behave in a responsible way.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	very 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 is never less than good. It is very good in 56 per cent of lessons and good in the rest. This represents a good improvement on the judgement made at the previous inspection, when there was an element of unsatisfactory teaching. The main characteristic of lessons is the high expectations that teachers have for pupils to concentrate and to achieve well. Regular assessment of pupils' knowledge and understanding in all subjects means that teachers know what the pupils have achieved. All teachers plan lessons that are interesting and that usually challenge each pupil, regardless of their prior level of attainment. They regularly mark pupils' written work, but set few targets in their marking for pupils to achieve over specific periods of time. Teachers and pupils relate very well to each other. Teachers use the National Strategies for Literacy and Numeracy very well, often employing similar structure to other lessons. For example, often they use the last part of each lesson to revise with pupils what they have learned in the lesson, and then state what pupils are going to learn in the next. They provide very good support for those pupils identified as having special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum meets all statutory requirements. It is broad and well balanced, and the emphasis given to teaching literacy in the curriculum ensures that pupils are well equipped to learn and make progress in other subjects. The school caters well for the range of pupils' ages and abilities in each class, thus ensuring that the great majority of pupils have equal access to what the school provides. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. These pupils make at least good, often very good, progress towards meeting the targets set in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social, moral and cultural development is very good, that for their spiritual development is good.
How well the school cares for its pupils	The school's strategy for monitoring and assessing pupils' progress, developed since the previous inspection, is used very well to support their learning. The school is a safe and comfortable place for pupils to learn.

This school is skilled at developing pupils' literacy and numeracy skills through the full curriculum. Because teachers know their pupils so well, they cater for their physical and emotional needs as well as for their intellectual ones. The school is successful in providing a curriculum that offers a good level of challenge to pupils of all levels of ability.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives outstanding leadership. She has a very clear picture of what the school needs to do to both maintain and even improve the quality of education it provides. Her staff fully supports her in seeking the highest standards.
How well the governors fulfil their responsibilities	The governors are very effective in their work and fulfil their responsibilities to the school. They bring a good range of expertise and enthusiasm to their role, and work hard in the exercise of their duties.
The school's evaluation of its performance	The school reflects critically on its work. It is happy with what it achieves, but never complacent.
The strategic use of resources	The school uses its resources very well. The management, with the help of parents and the community, seek every opportunity to improve and extend the school's resources to a high quality.

The school takes a close look at its work. The headteacher regularly monitors the quality of teaching and learning. She, her staff and the governors use the school development plan very well as a basis to measure the impact of their decisions on standards. The setting of targets is used effectively as a tool to take the school forward and to improve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy coming to school • children behave well and become mature and responsible • the school is well led and managed • the school works closely with parents, who are very comfortable about approaching the school when they have any concerns to discuss • there is good quality teaching, with the result that children make good progress 	<ul style="list-style-type: none"> • about 20 per cent of parents who returned questionnaires, and a few parents who attended the meeting for parents, feel that they could be better informed of their children's progress • some parents feel that there are not enough activities for their children to take part in outside of lessons • the arrangements for the giving of homework

Inspectors agree entirely with the positive views of the parents, who hold the school in high esteem and are appreciative of the progress their children make. The team feels that the arrangements for parents to discuss their child's progress with the teachers are satisfactory, and that there are good arrangements for pupils to take part in activities outside of lessons. There is a policy for homework that the school makes known to parents, although parents are not informed in the school prospectus about the expected time that pupils should spend on work at home. This policy is consistently applied.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make very good progress and achieve high standards in English, mathematics and science

- 1 Pupils make very good strides in their learning and achieve very high standards in English, mathematics and science by the time they leave the school at eleven. The school gives a strong emphasis to the teaching of literacy and numeracy. Progress is so good because all teachers and support staff have very high expectations of what pupils can do to achieve. They create a good working atmosphere in the classrooms because pupils behave so well, they use resources to good effect, and the lessons are interesting. For example, in a reception and Year 1 science lesson, the teacher set simple but effective challenges for pupils to complete in short periods of time. She provided a range of different magnets, set in different situations, for the pupils to explore and observe, and discuss what they saw. The pupils enjoyed the activities and learned much because they had the opportunity to work independently with easily manipulated materials. The level of discussion was of a high order for pupils of this age.
- 2 Ten pupils took the end of key stage statutory assessment tests for seven year olds in summer 2000. All but one reached the nationally expected Level 2 in reading, and all reached at least the same level in writing and mathematics. Of the ten pupils assessed, five have some learning difficulties and receive extra support from the school to help improve their reading and writing skills. These pupils' overall attainment in comparison with national averages was lower than might be expected for most pupils in the school. Nevertheless, they had made good progress since joining the school in the reception class.
- 3 In the statutory assessment tests taken by eleven year old pupils in the summer of 2000, all three pupils reached the higher than expected Level 5 in English and mathematics. The same three pupils reached the expected Level 4 in science, and two of them reached Level 5. These scores were well above average when compared with those achieved by all schools nationally and in comparison with schools that draw pupils from similar backgrounds. Records show that these pupils had made very good progress since they took the statutory assessments when they were seven.
- 4 Pupils throughout the school develop very well their speaking and listening skills. From the reception class they are confident to take part fully in discussions in lessons, such as when they talk about the properties of magnets in a science activity. By the time they are seven, most pupils discuss competently a range of topics. For example, they use the correct geographical terms to compare some of the similarities and differences between their own rural community with a village in India. By the time pupils are in their final year at the school, they discuss competently the finer points of mathematics, or make thoughtful comments about books they have read. Pupils make such good progress in speaking and listening for three reasons. Firstly, teachers value each pupil's oral contributions, both in lessons and at other times in the school day. This raises pupils' sense of worth and aids their confidence. Secondly, teachers give many opportunities for pupils to work in pairs or small groups on given tasks. For example, as part of a Years 5 and 6 mathematics lesson, pupils worked in pairs to construct a 'bingo' game to help them understand equivalent decimals, fractions and percentages. Thirdly, teachers' high expectations of pupils to

listen to them and to each other results in pupils responding with concentration and understanding.

- 5 Pupils develop their reading and writing skills well because they regularly practise these skills both in English and in other subjects of the curriculum. By the end of Year 2, even the lowest attaining pupils read fluently and with appropriate expression. Higher attaining pupils read most words easily, and have the skills to decipher words that are unfamiliar to them. All pupils read for enjoyment, saying they like to paint a personal picture in their minds from the words they read. By the time they are eleven, pupils read a wide range of texts, including some classical texts such as *Treasure Island*. The best readers show a very good understanding of what they read. They discuss characters in some depth, and what is inferred by certain passages. Their written book reviews show that they are discerning readers, and they always give valid reasons for why they like or dislike particular books.
- 6 Lessons in literacy support very well the development of pupils' writing skills. The work given to pupils in Years 5 and 6 is demanding, for example when they considered the differences between, and effect of, active and passive sentences. By the end of the lesson, the highest attaining pupils in this class could give good examples of their own to show that they fully understood what they had learned in the lesson. For example, they quickly change from active to passive sentences of the type 'Indra helps out at the local night class teaching children to read and write'. By the age of eleven, pupils' writing is expressive, thoughtful, and nearly always conveys logically meaning to the reader. Most pupils have a wide vocabulary that they use well, mainly correctly spelt, to describe story lines and images. Their ability to use punctuation correctly is good, for example in the use of speech marks. They use computers almost as a matter of course to help them with their writing and to present it in a variety of ways.
- 7 Pupils become very skilled in their understanding and use of mathematics. 'Quick fire' mental arithmetic sessions in numeracy lessons help pupils to make speedy calculations. For example, most pupils in Years 5 and 6 are adept at changing fractions to equivalent decimals and percentages. They fully understand acute, obtuse and reflex angles, work accurately with large numbers, and some understand the use of brackets in equations. They work competently with graphs, having first collected data, and learn rapidly how to use a professional computer program to interpret data in a variety of ways. To a similarly high level of competence, pupils talk knowledgeably about and discuss a good range of scientific facts and concepts. For example, they explained how electrical circuits work and why plants and animals need food and air. They design scientific investigations and record their observations and practical steps in writing that is clear and sequential, often using numerical data to explain their conclusions.
- 8 Regular assessment and properly organised recording of pupils' progress helps teachers very well to plan work which is interesting, often exciting, and appropriate to pupils' prior levels of attainment. The enthusiasm and good subject knowledge that teachers and support staff bring to lessons results in all pupils taking a full and active part in their own learning, including the setting of targets for themselves to achieve. This is best exemplified in the generally high quality programme for literacy and numeracy skills development.

Pupils are eager to learn. Their behaviour is exemplary. They relate extremely well to each other and to their teachers.

- 9 All pupils have very good attitudes to their learning. This is mainly because the headteacher and staff take a real interest in teaching, and enthusiastically teach lessons that appeal to pupils' interests. Teachers promote pupils' involvement in their own learning through questioning, which makes them think and gives them good opportunities to respond. Staff, and many adult volunteers, give all pupils good support in their learning, for example reading with them on a regular basis, particularly with the younger pupils. This influences the pupils. They appreciate that many people work hard on their behalf, and so take a mature attitude to wanting to do their best in return. Through having the opportunity to set their own targets, pupils come to realise the importance of making the right effort. In Year 1, pupils in a mathematics lesson asked if it mattered if their estimations were too far from the correct measurement. After reassurance from their teacher, they pursued their task with added vigour, discussing together in small groups the relative accuracy of their estimations. Sometimes the pupils are so involved in their work that they fail to notice that it is playtime, as seen when a group of them were writing about a village in India they were studying. In another mathematics lesson in the reception class, children working independently were able to explain the activity they were engaged in because they concentrated on what they had to do.
- 10 Behaviour is exemplary, whether pupils are in lessons or taking part in other activities around the school. This is because the staff provide very good role models and set high standards through their expectations of pupils to take responsibility for themselves and others. At no time in the inspection were there any incidents that could be interpreted as misbehaviour. Notably, pupils often do thoughtful things whether or not they are going to be noticed. For example, in a Year 3 music lesson, one boy calmly reminded another to sit quietly because he wanted them both to be able to hear instruments playing.
- 11 When asked, pupils say they enjoy school. Those parents who attended the pre-inspection meeting for parents and the many who returned completed questionnaires confirmed this view. The older pupils always settle quickly and quietly with enthusiasm to their work, whether they are working on their own or in small groups. They share equipment, help each other, listen to each other's opinions, and value each other's contributions. At no time does the teacher have to sort out any misbehaviour, with the result that the maximum available time is given to teaching and learning.
- 12 Pupils relate very well to each other and to the adults around them because the staff have developed a culture of calm co-existence and the pursuit of learning. Parents are proud of this characteristic of the school, and are assured of the social values that the school gives to their children. Pupils work and play extremely well together. Boys and girls mix very well. It is noticeable how the older pupils take care of the younger ones and take delight in their achievements. For example, in an assembly nearly all the pupils in the top class smiled when younger pupils made comments to the teacher about the proportion of their 'pocket money' they were expected to give away in a short playlet.

The headteacher, strongly supported by her staff and the governing body, leads the school exceptionally well.

- 13 With the very good support of her staff, the headteacher has created a calm and productive working environment in which all pupils learn well and thrive. The school is very evidently the centre of the local community, and is a focal point in which pupils, parents, staff and governors justly take a pride. The set of six educational aims is evident in the way the school works on a day-to-day basis. These aims are consistently met.
- 14 The headteacher has a considerable teaching load. She is a very skilled classroom practitioner who leads her staff by example. She still finds time to monitor the quality of teaching and learning in the school, and the results of her evaluations do much to maintain and develop her own and other teachers' expertise and effectiveness. Relationships between all staff and governors are high. This instils confidence and respect for each other's expertise. For example, one teacher has particular expertise in information and communication technology. The headteacher ensures that the pupils and staff benefit from this quality through specific timetabling of information and communication technology lessons for all pupils.
- 15 The headteacher and other teachers have a very clear picture of the school and of what needs to be done to raise standards, not only in pupils' intellectual development but also in their emotional development. Targets set are based on valid information and data collected from close observation of school activities, regular assessment of pupils' progress, and discussion among staff and governors. For example, current targets in raising standards derive from a close analysis of pupils' performance over the past two years in the end of Key Stage 1 statutory and school assessments.
- 16 The school includes targets in its school development plan. This is a good, strategic document which the staff and governors use well as a tool to focus the school's actions for development and to improve the quality of education provided. Action plans support well the proposed developments. Staff and governors are happy with what they have achieved, but are never complacent. Parents are particularly pleased with the way the school has developed, and are grateful for the high level of attention given to support their children's education. They cite the recent improvements brought about to the building as one example of the considerable efforts made by the governors, but are also aware that the education of their children carried on apace whilst the construction took place.
- 17 The governing body consists of members with a good range of expertise and enthusiasm. Governors fulfil all statutory requirements and take an active part in the day-to-day life of the school, rightly leaving its management to the headteacher and her staff. For example, one governor regularly visits and observes lessons as part of performance management responsibilities, and others have responsibility for oversight of special educational needs provision or the school's finances. Parents know the governors, both through day-to-day contact, and through formal and informal meetings and social events. This helps to instil parents' confidence in the school and what it has to offer, as does the very detailed annual report that governors send to parents. Governors are keen to undertake training to improve their effectiveness. This training, sometimes given by the staff 'in house' or provided by the local education authority, covers matters concerning both governance and curriculum matters.

- 18 There has been a very good level of improvement since the previous inspection in 1996. Led by the headteacher, the governors dealt with all the key issues raised at that time. Assessment procedures are far better honed to provide regular information about pupils' progress, so that teachers now plan lessons that match better than they did pupils' prior levels of attainment, and challenge them to make greater strides in their learning. In this way, the teachers know their pupils' capabilities well. Consequently, the quality of teaching has improved. To a certain extent, the children who enter the school having attended the part-time 'Stepping Stones' nursery run on the school premises are known to the staff before they attend the school full time. This is because the headteacher finds the time to have oversight of the nursery and gets to know its children.

The partnership with parents is of a high standard and is very effective in supporting and promoting pupils' learning.

- 19 Out of the 72 questionnaires sent out to parents, no less than 57 were returned completed to the school. Through the questionnaires and in many accompanying letters, parents stressed their overwhelming support for the school and the strong positive effect that it has on their children's academic and personal development. Discussions with parents at the pre-inspection meeting, and with some parents during the course of the inspection, confirmed they appreciate the strong partnership that exists between them and the school.
- 20 The great majority of parents take a real interest in how the school caters for their children and, for its part, the school welcomes parents wholeheartedly into school, whether to discuss any matters concerning their children or to find out about the school's methods. Indeed, several parents work in the school as part of the staff or as regular volunteers. To help volunteers, the school has produced a useful booklet to guide them in their work. Additionally, the school invites parents to meetings about the curriculum, for example numeracy. These meetings are usually very well attended.
- 21 There is a very active and successful parents' association that arranges regular social and fund-raising events. Funds raised recently have provided the school with an 'adventure playground' and an up-to-date 'interactive screen', both of which support very well pupils' educational development.
- 22 Parents support their children in carrying out homework tasks, including hearing their children read regularly, and they often communicate directly either in writing or verbally with teachers about how the work is going. Besides the informal arrangements for meeting with parents, there is a formal consultation evening held once a year in the summer term to discuss pupils' progress. Parents find this evening useful since it often identifies what needs to be done to take pupils' learning forward. However, some parents would appreciate a further opportunity to talk formally, possibly late in the autumn term. This is something the school could consider initiating to further improve its communication with parents. Similarly, some parents would appreciate prior knowledge of what general topics pupils are going to study so that they can give better support to their children, for example by arranging visits to places of interest or researching information.
- 23 Parents of pupils with special educational needs, including those pupils with a Statement of Special Education Need, are pleased with the attention that their children receive. The school fully involves these parents in its work, discusses with them the actions it takes as described in individual education plans, and reviews with them the

progress made. For its part, staff rightly take expert advice about how to cater well for pupils with specific problems or disabilities.

WHAT COULD BE IMPROVED

The quality of marking in order to give pupils better guidance about how they can improve their work

- 24 All teachers regularly mark pupils' written work. Sometimes they add a comment about the good quality of writing or mathematics, congratulate pupils on their work or make corrections. All these characteristics are helpful to pupils. They serve to raise pupils' self esteem and pride in their achievements. However, teachers do not, for example, insist that pupils rewrite misspelt words correctly, nor do they explain in their written remarks what the pupils need to do in their future work to improve. They do not use marking as an added means to target improvements or as the basis to measure at a later date pupils' progress. This is a missed opportunity. Pupils in this school, particularly the older ones, are quite used to working to targets, both their own and those set in partnerships with the teachers

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 25 The school should now:
- review its procedures for marking pupils' work and include the setting of targets for pupils to achieve in their writing and mathematics over specific periods of time. (Paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	56	44	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)	72
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	9

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	0
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	3	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	80 (86)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	80 (86)	100 (100)	90 (86)
	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

Only three pupils were eligible to take the end of Key Stage 2 standard assessment tests in 2000.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	60
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	-	-
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	21.2
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	42

Financial information

Financial year	1999/2000
	£
Total income	151,082
Total expenditure	140,568
Expenditure per pupil	2,268
Balance brought forward from previous year	167
Balance carried forward to next year	10,681

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	57

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	0	0	0
My child is making good progress in school.	72	25	2	2	0
Behaviour in the school is good.	82	11	4	0	4
My child gets the right amount of work to do at home.	56	32	8	2	2
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	51	30	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	74	18	7	0	2
The school is well led and managed.	86	12	0	0	2
The school is helping my child become mature and responsible.	86	12	2	0	0
The school provides an interesting range of activities outside lessons.	49	35	10	2	4