

INSPECTION REPORT

RINGSTEAD C of E PRIMARY SCHOOL

Ringstead, Northampton

LEA area: Northamptonshire

Unique reference number: 121989

Headteacher: Mrs J Burgess

Reporting inspector: Cheryl Thompson
22822

Dates of inspection: 22nd – 24th May 2000

Inspection number: 187273

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 Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street Ringstead Northants
Postcode:	NN14 4DH
Telephone number:	(01933) 622734
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Dr Frank Coleman
Date of previous inspection:	11 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ringstead Church of England Primary school is a small village school which serves an area of mixed housing, including a Travellers' site, in Ringstead. It is a popular school, with several parents who live in nearby towns and villages choosing to send their children. There are 127 boys and girls on roll aged four to eleven. There is a small number of pupils from ethnic minorities and Travellers' families. Six pupils are eligible for free school meals, which is well below the national average. Twenty three pupils are on the school's register of special educational needs, which is about average. Attainment on entry can vary from year to year and is wide ranging but, in the main, is around that expected for the children's age.

HOW GOOD THE SCHOOL IS

This is an effective school and a focal point for its community. It provides satisfactory value for money. Standards achieved by eleven year olds in national tests are well above average. Most pupils have positive attitudes to their work and behave well. Teaching is good and supplemented by a very good range of extra curricular activities. The headteacher provides good leadership for a team of hardworking teachers. The governing body provide satisfactory support for the school.

What the school does well

- Overall, teaching is good and caters well for the diverse range of age and ability within the mixed classes; at age eleven, pupils achieve standards in National Curriculum tests that are well above national standards and above those achieved in similar¹ schools.
- The headteacher provides good leadership and manages the school well, even though she has little time allocated for these tasks.
- Very good teaching in the reception class provides pupils with a very good start to their education.
- Very good relationships within the school are the basis of the very effective system of pastoral care.
- Strong links with parents and the community contribute significantly to pupils' achievements and personal development.

What could be improved

- Long term financial and curriculum planning are not clearly prioritised.
- Teachers do not follow, consistently, the school's agreed policies for handwriting and marking.
- Teachers' planning needs more emphasis on what pupils are expected to learn in lessons.
- There is no suitable access for disabled pupils to attend the school; mobile classrooms are subject to extremes of heat and cold and do not have toilet facilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in March, 1996, found Ringstead school provided 'an education which is of good quality for most of its pupils'. In spite of many changes in staffing, including a foreign exchange teacher and maternity leaves, the school has made satisfactory improvement since the last inspection. High standards have been maintained at Key Stage 2; the school's rate of improvement is above the national trend. Standards achieved by seven year olds rose in 1998 but dropped considerably in 1999, due, mainly, to changes of staffing. Some of the key issues raised by the last inspection have been dealt with most effectively but others still need more attention. Teaching for the older pupils has improved considerably; geography is now taught appropriately; there are good systems for recording the progress made by pupils with special education needs and staff implement these effectively. The time available for the headteacher to manage the school has been reviewed, but remains an area for improvement as there is insufficient time available for her to fulfil her crucial

¹ 'Similar' schools are those with similar proportions of pupils known to be eligible for free school meals.

role in monitoring the standards achieved in the school. The school development plan has been reviewed, targets are suitable but, as yet, not clearly prioritised.

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	B	A	A	B
mathematics	A	A	A	B
science	A*	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This is a very good set of results especially for a small school where the numbers of pupils taking the national tests can vary significantly from year to year. The school sets challenging targets for its pupils to achieve and is, generally, most successful in meeting them. Results for seven year olds rose to above average in reading and writing in 1998 but in 1999, dipped below the school's usual average, or above average standards, especially in mathematics. The main reasons for the dip in standards were changes of staff, together with a small cohort of pupils, several of whom had special educational needs; these pupils made good progress but did not reach the expected standards for their age. When small numbers of pupils take the tests, each pupil counts for a substantial percentage of the year group; therefore, the performance of just one or two pupils can alter results significantly. Inspection evidence indicates that there is an average number of eleven year olds achieving the expected standards in English, mathematics and science; pupils are achieving as they should. The number of seven year olds achieving the expected standards in reading, writing and mathematics is just above average this year, although some pupils have not achieved as well as they should, mainly because of changes in the teaching staff. In information technology, pupils achieve the appropriate levels at age seven and eleven. In science, eleven year olds achieve the expected standards, but evidence gathered from looking at seven year olds' work in science, shows that standards this year are below those expected, mainly because of insufficient work in the subject. The school has already taken suitable steps to make sure that more time is set aside for teaching science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. Pupils in the reception class and Key Stage 2 have very positive attitudes towards their work.
Behaviour, in and out of classrooms	Good in and around the school. Behaviour in class is closely related to teaching; where teaching is excellent, so is behaviour. On the one occasion where teaching was poor, so was the behaviour.
Personal development and relationships	Good overall. Relationships and personal development are, generally, better at Key Stage 2 than at Key Stage 1. Relationships between teachers and their pupils are very good and a strength of the school.
Attendance	Unsatisfactory against national comparative data for 1998/9 and caused by a small minority of pupils. However, figures for the current year indicate that attendance is in line with the national average for last year.

The wide range of extra curricular activities, including a residential visit, together with community involvement, provide very good opportunities for pupils to further their personal and social development.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	good

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

Overall, teaching is good. Ninety four per cent of teaching is satisfactory or better of which just over a quarter is very good or excellent. Just over two thirds of the teaching is good, with examples of good teaching seen in every class. Only one lesson observed was poor; the main reasons for this were poor behaviour of too many pupils and a task which was not suitably matched to the pupils' varying abilities. Teaching for children under five and reception pupils is generally very good; their teacher has a very good understanding of the needs of this age group; consequently, children develop very good attitudes and foundations for their future learning. Throughout, a strength of the teaching is that teachers know their pupils very well and usually provide work at the right level, ensuring that the needs of all pupils are met and they learn successfully. The current Year 1/2 class are sometimes an exception; in spite of their teacher's best efforts, the unsatisfactory attitudes some pupils have developed are preventing them achieving their best. Throughout the school, the teaching of English is generally good and excellent in the reception and Year 4/5 class. Mathematics is also taught well throughout the school with particularly good teaching, again, in the reception and Year 4/5 classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and relevant curriculum supplemented by a very good range of extra-curricular activities. The school uses a topic approach to several subjects, which is successful in capturing pupils' enthusiasm but it needs to make sure that the requirements for science are covered and understood in sufficient depth and not lost within the topic. The school recognises this as an area for improvement.
Provision for pupils with special educational needs	Good. Pupils have appropriate individual education plans, make satisfactory progress and have good self-esteem. They are supported well by their teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, good. Assemblies taken by staff and the vicar promote pupils' spiritual and moral development effectively. The provision for pupils to learn about their own culture is good but opportunities for learning about the richness and diversity of other cultures, though satisfactory, is an area for the school to develop.
How well the school cares for its pupils	The school provides good care for its pupils. The very good pastoral care shown for pupils and their families is a strength of the school and very much appreciated by parents.

The school has very good links with parents which have a significant impact on the standards achieved in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Within the time available to her, the headteacher provides good leadership and manages the school well. It must be noted that there is no deputy and the headteacher is also a class teacher for either three and a half or four days per week as well as the special educational needs co-ordinator.
How well the governors fulfil their responsibilities	The governors generally fulfil their statutory responsibilities and are committed to maintaining the high standards achieved in the school. They support the school very well in its links with the church and community.
The school's evaluation of its performance	The school makes good analyses of National Curriculum, baseline and other standardised tests and in mathematics has used the outcomes to adapt the curriculum. Within the time available to her, the headteacher has monitored teaching, identified areas for improvement and is very aware that more needs to be done in this area to ensure continued improvement and consistent practice across the school.
The strategic use of resources	Planning for the future, though satisfactory, is not sufficiently prioritised to help the school make the very best use of its very limited budget. The funding allocated to the school for specific purposes is used appropriately

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards achieved in the school. • Good teaching. • They feel welcome in school; teachers are approachable and helpful. • The wide range of extra-curricular activities including the opportunity to learn to play a musical instrument. 	<ul style="list-style-type: none"> • Some parents would like more regular information about how their child is getting on. • Some parents feel that the school has not got its homework policy right; they are not always clear about what is expected. • Some parents do not like their child to be in a mixed age class.

Inspectors entirely agree with parents' favourable comments. It would be helpful to parents to know when they should expect information about how their children are getting on and the work their children are to cover. Parents were involved in setting the policy for homework, but as yet, it is relatively new and not fully established; the school recognises this as an area for improvement. In a small school with a changing number of pupils, it will almost always be necessary to have some mixed year group classes. The school does its utmost to ensure that classes and year groups are formed to provide the most effective learning for all.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Overall, teaching is good and caters well for the diverse range of age and ability within the mixed classes; standards in National Curriculum tests for eleven year olds are well above national standards and above those achieved in similar schools.

1. For the past three years (1997-1999), there has been a higher than average number of eleven year olds achieving the expected or higher standards in English, mathematics and science. The number of pupils achieving the higher Level 5 is generally well above average. When these results are set against pupils' average achievement on entry, it shows how successfully all pupils' talents are developed by good teaching and an appropriate curriculum. Inspection evidence indicates that the results of this year's (2000) National Curriculum tests will be about average but not so many pupils will achieve the higher Level 5. Therefore, when results are averaged out, the higher grades will not be achieved. The main reason for this is that there is much higher than usual number of pupils taking the test this year and fewer higher attaining pupils within the cohort.
2. Standards achieved by seven year olds in National Curriculum tests for reading and writing had been rising until 1999 when there was a dramatic drop. However, caution must always be used when there are small cohorts of pupils taking the tests because the performance of one pupil can have a significant effect. Indeed, this was the case in 1999; the cohort was small and several pupils had special educational needs. Although these pupils made good progress in relation to their starting point, they did not achieve the nationally expected standards. Another factor for this cohort of pupils was that they experienced a higher than usual number of staff changes, including an exchange teacher who was unfamiliar with National Curriculum requirements. The present Year 2 (now taking Year 2000 tests) also experienced several changes of teacher during which time a considerable number of pupils have developed poor attitudes. It is likely that their National Curriculum test results will be around average but not as high as they should be. Although the work they are expected to do is generally well planned and appropriate, their present attitudes are such that they do not apply themselves to their work as they should and as a result, many are underachieving in relation to their ability. The school sees this class as a priority and has already taken very effective action to improve the situation; for example, extra classroom support and extra teaching time has been allocated. The plans to ensure that the present Year 1 and Year 2 pupils are separated in the next academic year will provide the opportunity for the sustained improvement in their attitudes.
3. Overall, teaching is good; examples of good teaching were observed in every class. There is a strong team spirit, teachers work hard towards ensuring that the aim of the school is met. Except for Year 6, there are two year groups in each class. This organisation presents teachers with the task of providing appropriate work for a wide range of age and ability. In the main, they are successful in meeting this challenge because they know their pupils' strengths and weaknesses very well. They set appropriate work to help all pupils learn successfully and achieve their best. Outcomes of standardised tests in reading and spelling are also used to track pupils' progress and provide extra support if progress is not at the expected rate. Pupils with special educational needs are well supported with appropriate individual education plans and good support from the proficient classroom assistant. Outside agencies provide good support for the school and the pupils from Traveller families; the school welcomes back pupils year on year and is appreciated by their families. Some particularly good teaching was observed in Year 4/5 where pupils achieve high standards; in this class there are clearly identified learning objectives for each year group with a good range of activities and tasks to help pupils of different levels of attainment achieve the objectives set for them.
4. Teachers have a good understanding of how to teach basic literacy and numeracy skills. Teaching for Year 1/2 pupils builds on the very good foundations laid in the reception class; for example, pupils are encouraged to be independent in their attempts at writing what they want to say and to use letter sounds to help them spell. In mathematics, appropriate emphasis is given to practical problem solving situations and mental mathematical strategies; for example, asking

pupils to give the double of six or half of eight. Year 6 pupils are required to give answers to such questions as nine squared, minus one. Throughout, very good use is made of proficient classroom assistants and parent helpers to support groups. Teachers of the older pupils make good use of poetry to develop pupils' vocabulary, their understanding and use of metaphors and similes, and love of the English language. Year 4/5 pupils produce very imaginative poems about spring – describing 'Flowers that bloom like unwrapped presents' or 'Lambs hop around on freshly cut grass as if on pogo sticks'. Younger pupils also enjoy poetry and complete interesting pieces of work; for example, in Year 1/2 pupils write very perceptively on what they care about, highlighting not only their families but their environment and refugees in Kosovo. Such work shows how pupils are developing an awareness of the wider world and their own responsibilities.

5. Teaching in information technology is satisfactory. Staff are supported well by the co-ordinator who works alongside staff to develop their knowledge of using new software programs; however, a great deal of his time is taken up with ensuring that computers are in working order and dealing with the 'quirks' of the hardware. Throughout the school, pupils have positive attitudes towards their work and most have developed skills appropriate for their age. However, pupils' better progress is constrained by insufficient access to a computer to practise, consolidate and develop their skills. The school is aware of this difficulty and in addition to other new hardware, plans to use the computers that have recently been donated to develop a computer suite as soon as the hardware has been upgraded to run the school's software.
6. The school uses a topic approach to teaching subjects other than English and mathematics. With the exception of science, this is an effective approach which heightens pupils' interest and enthusiasm. At both key stages, there is a need to ensure that enough time is allowed to cover all elements of the science programme of study in sufficient depth and that scientific knowledge is not diminished within the topic. The school recognised this need and had made suitable plans for improvement; now that the science co-ordinator has returned from maternity leave, these plans will be fully implemented by the start of the next school year.
7. The school has very recently developed a suitable homework policy, but as yet it is not being used consistently by all staff. The well established pattern of parents helping their children with reading and spelling is very effective and contributes significantly to the standards achieved.

The headteacher provides good leadership and manages the school well even though she has little time allocated for these tasks.

8. The headteacher has a clear vision for the school which is encapsulated within the school's aim to .. 'provide a Christian School environment that promotes individual learning and personal development, encourages a social responsibility and parental involvement'. Currently, there is no deputy and only one senior teacher, so opportunities for delegation are limited. However, the headteacher accomplishes the difficult task of providing firm leadership and being part of the teaching team very well; she provides an excellent role model for teaching. Formal communication between all staff is very good; on an informal, daily basis, communication is also very good, staff work well together and help each other. Staff meetings are well organised to make the best use of staff's expertise and to look at realistic ways in which the school can improve. For example it was recently noted that the playtime behaviour of a few pupils was not of the standard expected in the school. Accordingly the school provided a wider range of play equipment and taught pupils old fashioned playground games. These measures have been very successful.
9. The headteacher manages the school well; she has good systems and procedures in place for checking on the quality of teaching in the school, the standards pupils achieve and the curriculum. However, the effectiveness of these systems is constrained by the amount of non-teaching time available to her. The difficult situation is sometimes exacerbated by the need for the headteacher to act as a supply teacher. The headteacher is very aware that there are areas where more monitoring is required. Outcomes from a variety of testing are analysed to identify areas for improvement. For example, the results of National Curriculum mathematics tests were analysed to identify where teaching and resources needed to be improved. Outcomes of assessment and testing are also used to set specific targets for improvement for year groups.

The school is now working towards setting individual targets for all pupils. In her role as special educational needs co-ordinator, the headteacher keeps very good records, organises support appropriately and checks on the progress pupils make in relation to their individual education plans. The support assistant provides very good support for pupils with special educational needs and under the direction of the headteacher, keeps informative records. The school development plan is comprehensive with a strong emphasis on improvement based on the evaluation of the school's work. The substantial carry forward from the last financial year has been systematically reduced by investing in staffing whilst retaining sufficient contingency to cover for falling numbers.

Very good teaching in the reception class provides pupils with a very good start to their education.

10. Children start school in the September of the school year in which they are five and attend mornings only until the Autumn half term. Good links are established with families so that parents and children are fully prepared and know what to expect when school starts. Teaching in the reception class is always good and sometimes excellent. The teacher has a very good understanding of the needs of young children and how they learn. Basic literacy and numeracy skills are taught thoroughly and made fun. Planning is good and in accordance with the nationally prescribed areas for learning. Carefully structured activities provide interesting opportunities for learning. A strength of the teaching in this small class is that the teacher knows her pupils very well and uses very perceptive questioning to extend pupils' knowledge. Many incidental opportunities are taken to reinforce pupils' understanding. For example, when giving their 'news' pupils were asked the day that it happened, and what day came next or before etc. High expectations are set for all pupils in the class to be independent, make careful choices and apply themselves to their tasks. In the main all pupils, regardless of age, rise to these high expectations. They develop very good attitudes to learning and are well prepared for the next stage of their education.

Very good relationships within the school are the basis of the very strong system of pastoral care.

11. In this school, all teachers know all pupils well; it is a caring community. In their response to the questionnaire and their meetings with inspectors, it is obvious that parents appreciate the care and concern shown for their children and themselves. Older pupils help and care for the younger at playtimes and in the classrooms in wet playtimes. Some also hear younger pupils read; they conduct themselves very responsibly. Older pupils also escort the younger pupils out of assembly. A strength of the school is the very good relationships teachers have with their pupils. All pupils feel valued and know that their efforts will be respected; they feel that they would be able to turn to their teacher if they needed help or had any concerns. All teachers, some governors and members of the community give generously of their time to run after school clubs which have a very positive effect on pupils' personal development. During the school year a wide variety of clubs is on offer including a gardening club, athletics and music groups. In their discussions with inspectors, pupils are very enthusiastic about their walking club and value the opportunities it gives to get to know other pupils, helpers and teachers better.

Strong links with parents and the community contribute significantly to pupils' achievements and personal development.

12. Parents are very supportive of the school and value it as an essential part of their community. There is a thriving Ringstead School Association (RSA) which raises considerable funds for the school which have been used to provide such items as a scanner and fencing for the school's conservation area. In their responses to the questionnaire and in meetings with inspectors, parents state that they feel very welcome in school and that teachers are always approachable. The school holds workshops for parents each spring term so that new initiatives such as the Literacy and Numeracy Strategies can be explained and parents have opportunities to ask questions. These workshops are well attended. Helpful booklets are provided for parents whose children are about to start school and they are encouraged to visit. Parents are invited to

contribute to the school development plan by completing a questionnaire and attending meetings to discuss the outcomes of the questionnaire.

13. The school is used as a venue for many clubs such a youth club for ex pupils, Beaver Scouts and Rainbows as well as church functions. The RSA also involves itself in the village carnival. Pupils are involved in community life and take responsibilities for organising various events which is very effective in promoting their personal development. Pupils visit and entertain elderly people, a nearby nursing home and also visit to entertain children of the local playgroup. The annual Rose Queen ceremony is a village tradition perpetuated by the school and is well supported and much appreciated by the community.

WHAT COULD BE IMPROVED

Long term financial and curriculum planning are not prioritised.

14. The school is not taking a sufficiently long-term view of financial and curriculum planning which makes it difficult to manage a situation where pupil numbers fluctuate. The school is reacting to the forecast of the number of pupils on roll but not actively seeking ways of managing the situation. For example, the number of pupils expected to start school next year is lower than usual, but the governors have not considered ways in which they can actively market the school. The school development plan is appropriate for the school but, currently, is insufficiently prioritised to help the school focus on what needs to be done in a given order. For example, changes in curriculum provision to meet government guidelines for the academic year 2000/001 have not received enough attention.

Teachers do not follow, consistently, the school's agreed policies for handwriting and marking.

15. Scrutiny of pupils' work shows that more attention needs to be given to how handwriting is taught and developed through the school. The school has an appropriate policy in place but an inconsistent approach to implementing it. Likewise with the presentation of pupils' work. It is noticeable that when teachers set high expectations for presentation of work, pupils respond very well and work is of a high standard; currently, there is not a consensus of approach; this leads to some pupils not producing the standard of work they are clearly capable of. The quality and use of marking are inconsistent; some teachers mark pupils' work thoroughly, with comments to help pupils improve, others do not. All these areas for improvement have been noted by the headteacher, but she has had insufficient time to be rigorous in her monitoring.

Teachers' planning needs more emphasis on what pupils are expected to learn in lessons.

16. In the main, teachers' weekly planning is thorough, effective and ensures that the national curriculum programmes of study are covered. The area for improvement is a clearer focus on what it is teachers expect their pupils to learn in the daily lessons. In practice, teachers usually provide appropriate work for their pupils but there are areas in subjects other than literacy and numeracy where daily planning could be even better and pupils could be moved on in their learning at a faster rate.

There is no suitable access for disabled pupils to attend the school; mobile classrooms are subject to extremes of heat and cold and do not have toilet facilities.

17. The school has many steps and staircases which makes it totally unsuited to wheelchair access or for pupils with mobility difficulties. The two mobile classrooms do not always offer an atmosphere conducive to learning; they are very hot in the summer and can be very cold in the winter. Access to these classrooms is by several steep and angled steps which make them unsuitable for the younger pupils as well as the disabled. They do not have toilet facilities, therefore, pupils need to make the journey to the main school and this can take up a great deal of lesson time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's strengths, the headteacher and governing body should consider the following when planning for school improvement:

- (1) Governors should take a more proactive approach in their strategic management of the school by:
 - provision of longer-term financial planning;
 - prioritising, clearly, the plans for curriculum development.

(paragraph 14)

- (2) Provide more time, or the opportunity for delegating, so that the headteacher can implement the good systems for monitoring the work of the school and check more rigorously to ensure that all staff are following policies consistently;

(paragraphs 9 and 15)

- (3) Adapt the school's planning format to include an explicit section in which it is stated, briefly, what it is teachers expect pupils to learn within the lesson or group session.

(paragraph 16)

- (4) Together with the local education authority, consider ways in which the school's accommodation can be modified to allow access for the disabled and how the mobile classrooms can be improved.

(paragraph 17)

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	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	13	43	25	0	6	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)	127
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	23

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	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
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	1999	3	11	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	9	8
	Total	12	12	11
Percentage of pupils at NC level 2 or above	School	86 (90)	86 (84)	79 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	10	10
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	86 (84)	93 (90)	93 (84)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	120
Any other minority ethnic group	2

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	1	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)	5.3
Number of pupils per qualified teacher	24
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	1.2
Total aggregate hours worked per week	44

Financial information

Financial year	1998/9
	£
Total income	194,432
Total expenditure	197,239
Expenditure per pupil	1,643
Balance brought forward from previous year	15,840
Balance carried forward to next year	16,067

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	125
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.	61	33	5	0	0
My child is making good progress in school.	56	42	2	0	0
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	42	44	7	2	4
The teaching is good.	58	33	2	4	4
I am kept well informed about how my child is getting on.	44	39	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	84	11	5	0	0
The school expects my child to work hard and achieve his or her best.	53	42	2	2	0
The school works closely with parents.	47	44	7	2	0
The school is well led and managed.	77	21	0	2	0
The school is helping my child become mature and responsible.	65	28	5	0	2
The school provides an interesting range of activities outside lessons.	72	28	0	0	0