

INSPECTION REPORT

WILBERLEE JI SCHOOL

Slaithwaite, Huddersfield

LEA area: Kirklees

Unique reference number: 107648

Headteacher: Mr R G Bottom

Reporting inspector: Mrs J Deans
17919

Dates of inspection: 22 May – 24 May 2000

Inspection number: 188132

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Longlands Road Slaithwaite Huddersfield West Yorkshire
Postcode:	HD7 5UX
Telephone number:	01484 222588
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Hackett
Date of previous inspection:	29/01/96 – 31/01/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
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WHAT THE SCHOOL DOES WELL

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- a) The school has a very strong family ethos based on care and respect. This meets its aim of 'providing a safe and happy environment where children and staff feel valued and can develop their potential to the full'.
- b) Results in national tests for seven year olds and for eleven year olds are consistently very high.
- c) The national strategies for literacy and numeracy have been very effectively implemented within a curriculum which continues to be broad and to have a good emphasis on the arts.
- d) Pupils have very positive attitudes to learning and behave very well.
- e) Teaching is very good; there is a personal and professional commitment to yet further improvement.
- f) Classroom support assistants have a very positive impact on learning and on standards achieved.
- g) The headteacher is an effective leader of a very strong team; excellent use is made of the school's resources by the governors and staff.
- h) Parents are happy with the education provided by the school.

WHAT COULD BE IMPROVED

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- a) Parents do not receive enough information about the curriculum. Written reports give insufficient detail of individual strengths and weaknesses, and of what should be done to improve. The present lack of a formal consultation evening for parents leads to some inequality in gaining information.
- b) The present accommodation, as a result of storm damage to one classroom, is inadequate for the school to meet the requirements of the national curriculum consistently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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PART A: SUMMARY OF THE REPORT**INFORMATION ABOUT THE SCHOOL**

Wilberlee is a small through primary school. There are 77 pupils on roll which is below average for this type of school. Four pupils are eligible for free school meals and six are on the school's register of special educational needs. Both these figures are below the national average. The school has three pupils from minority ethnic backgrounds, but none for whom English is an additional language. There is no nursery provision, but the majority of children have attended nursery elsewhere. Attainment on entry to school is not significantly different from the national average.

HOW GOOD THE SCHOOL IS

Wilberlee Primary is a very effective school. It provides a high quality education which leads to very high standards of attainment.

What the school does well

- The school has a very strong family ethos based on care and respect. This meets its aim of 'providing a safe and happy environment where children and staff feel valued and can develop their potential to the full'.
- Results in national tests for seven year olds and for eleven year olds are consistently very high.
- The national strategies for literacy and numeracy have been very effectively implemented within a curriculum which continues to be broad and to have a good emphasis on the arts.
- Pupils have very positive attitudes to learning and behave very well.
- Teaching is very good; there is a personal and professional commitment to yet further improvement.
- Classroom support assistants have a very positive impact on learning and on standards achieved.
- The headteacher is an effective leader of a very strong team; excellent use is made of the school's resources by the governors and staff.
- Parents are happy with the education provided by the school.

What could be improved

- Parents do not receive enough information about the curriculum. Written reports give insufficient detail of individual strengths and weaknesses and of what should be done to improve. The present lack of a formal consultation evening for parents leads to some inequality in gaining information.
- The present accommodation, as a result of storm damage to one classroom, is inadequate for the school to meet the requirements of the national curriculum consistently.

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 January 1996 found the school to be a good school. Since then it has maintained its many strengths and continued to improve. Over the last four years standards of attainment of pupils leaving the school have risen at a faster rate than the national trend and are now very high. A significant percentage of pupils achieve at a level above the national average in English, mathematics and science. All the key issues identified at the last inspection have been addressed effectively. The school has the commitment, the qualities and the expertise to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A*	A*	A*	A*	
science	A*	A*	A*	A	

The above results are outstanding. Evidence from this inspection confirms these high standards for eleven year olds. The attainment of seven year olds is equally impressive, with a high number of pupils achieving at a level above the national average in both English and in mathematics. All pupils make very good progress in reading, in writing and in mathematics. Standards of writing are especially high in Key Stage 2. Standards in science are not as high as in English and mathematics, although still well above average. The school is already addressing this issue. Pupils with special needs make very good progress and, by the time they leave school, the standards they attain are not significantly different from the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good indeed. Pupils are interested, keen to do well and become very involved in their learning.
Behaviour, in and out of classrooms	Behaviour is very good, in lessons and at all other times;
Personal development and relationships	Very good. Pupils care for, and respect, each other and respond very positively to all adults. Collaborative working practices are well developed. Pupils show good levels of independence in their learning.
Attendance	Good. Pupils are punctual; all lessons start promptly.

The pupils' positive attitudes to learning and their high standards of behaviour impact significantly on standards of attainment.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	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.

Overall the quality of teaching is very good, especially the teaching of English and mathematics. None of the lessons observed was less than good.

Teachers are very clear about what they want pupils to learn and they give lively and interesting explanations. They plan very effectively for the wide range of age and ability within the class. This results in all pupils being actively involved in learning, being given appropriate support and being challenged. Expectations are always high, with an element of extension and independent learning built into many tasks. The teachers enjoy teaching and plan imaginative and purposeful activities which help the pupils to enjoy their learning. They show an excellent knowledge of individual pupils, the stage they have reached in their learning and what they now need to do to continue to make good progress. Teaching is enhanced by the very high quality of classroom support assistant provision in all English and mathematics lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is appropriate emphasis on English and mathematics, but other subjects are never neglected.
Provision for pupils with special educational needs	Excellent. The school ensures full-time support during the literacy and mathematics lessons. The quality of this intervention leads to very good progress from an early age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent provision for social and moral development and good provision for spiritual and cultural development contribute very well to the overall personal development of individual pupils.
How well the school cares for its pupils	Pupils are valued as individuals. Their welfare is a priority with all adults, including caretaking and lunchtime staff.

The school offers a broad and balanced curriculum, within which there is very good provision for pupils of all abilities.

All pupils feel safe, happy and valued at school. They are individually known to all adults working on site.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very successfully led and managed. The headteacher is very effectively supported by a strong team who all willingly take a lead in areas of school development.
How well the governors fulfil their responsibilities	Governors meet their responsibilities and are very supportive of the school. There is a deep commitment to the school vision and to consistently high standards of achievement in all areas. Good awareness of school priorities and targets and effective monitoring of progress.
The school's evaluation of its performance	Very good in using data to identify strengths and areas which need attention. Very clear about the quality of teaching, although monitoring procedures are, as yet, informal. Very good awareness of the impact which spending decisions have on the quality of education.
The strategic use of resources	Excellent. The school has budgeted, with clear purposes, for additional classroom support assistants and these are especially well-deployed to have the maximum impact on pupil achievement. Money is spent wisely and all resources are used efficiently. Accommodation is at present inadequate but, nevertheless, used as well as possible and very well cared for. Plans to improve provision are well in hand.

Pupils enter school with average levels of attainment and by the time they leave at eleven are attaining at very high levels when compared with other schools. The school's costs per pupil are high, but it does apply the principles of best value in its spending and is giving good value for money.

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 rate of progress made by individual pupils and the very high standards attained. • The high quality of the teaching. • The very good relationships amongst the children and adults, leading to a strong 'family' ethos. • The care given to the children. • The fact that they feel able to approach school at any time. 	<ul style="list-style-type: none"> • Limited information about the curriculum to be followed each term. Insufficient detail on the written report about the progress made by individual pupils and about what they should do to improve. The present lack of a formal interview with their child's teacher. • The extent of extra-curricular provision.

The inspection team agrees with both the strengths and weaknesses identified by the parents, but believes that the school is doing what it can to provide some alternatives to regular extra-curricular provision by taking part in many community events. These include football and rounders tournaments with neighbouring small schools, a swimming gala, the local traditional Moonraking Festival and a local Barge Festival. It is difficult for the school to provide more extra-curricular activities on a weekly basis because of the small number of pupils in any one year group, problems with transport issues and the relatively small number of teachers.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has a very strong family ethos based on care and respect. This meets its aim of 'providing a safe and happy environment where children and staff feel valued and can develop their potential to the full'.

- 1 The family atmosphere within the school is striking. The example provided by the adults in the way in which they relate to each other, to parents, to visitors and to the children provides an excellent model for the pupils. Older pupils care for younger children and the younger pupils aspire to the achievements of their older classmates. Governors and staff are very keen that the pupils feel a sense of real belonging, not only to the community of the school, but to their wider community, and they provide many opportunities to develop this. One recent example is the active involvement of the school in the local Moonraking Festival, which the children remember and describe with great enthusiasm.
- 2 The governors' vision for the mission statement of the school is very effectively met in practice. All pupils are known and valued as individuals; the children treat teachers, support assistants, lunchtime supervisors and all adult helpers with equal respect. Professional development opportunities are open to all staff and the school is truly becoming the 'investor in people' to which it aspires. Parents are very supportive of the school and some enjoy helping in the classrooms on a regular basis. The strong links between home and school enrich the children's learning.
- 3 The school is a place of learning where the governing body, parents and staff are justifiably proud, not only of the high standards attained in national tests, but of the high achievements within pupils' personal development.

Results in national tests for seven year olds and for eleven year olds are consistently very high.

- 4 The results of the 1999 national tests for eleven year olds show that pupils' attainment is very high in English and in mathematics, when compared with all schools, and when compared with similar schools. It is very high in science against the national average and well above the average attained by similar schools. A significant number of pupils attain at the higher level 5. Results since the last inspection in 1996 show that pupil performance is consistently very high in comparison with the national average. Boys and girls perform equally well.
- 5 Results in the 1999 national tests for seven year olds are equally impressive. In reading and in mathematics the performance of pupils is well above the national average and in writing it is very high. When compared with similar schools the attainment of seven year olds is very high in reading, writing and mathematics. A higher than average number of pupils attain at a level above national expectations in writing and in mathematics. In science teacher assessments show the number of pupils attaining the expected level is very high but fewer pupils attain at the higher level 3.
- 6 The work seen during the inspection was of a consistently high standard. The quality and range of the writing in both key stages reflects pupils' understanding of writing for different purposes and their ability to sustain an appropriate style. Year 1 pupils showed a good facility with use of language as they enthusiastically wrote a poster to help them find a lost cat. Very good provision of both fiction and non-fiction reading materials has resulted in the vast majority of pupils becoming fluent and expressive readers who thoroughly enjoy a wide range of literature. Year 6 pupils have written very perceptively in response to their reading of Dickens, of Shakespeare and of a range of poetry. Classroom support assistants provide very effective support to those pupils experiencing difficulty with reading or writing.
- 7 Within all lessons teachers provide good opportunities for discussion, for paired and group collaboration and for oral presentation of work. This results in high standards of speaking and

listening.

- 8 Standards observed in the daily mathematics lessons were high. The school has always had a strong emphasis on the teaching of numeracy and pupils' ability to handle number is very good indeed. A focus on oral work and mental calculations is very much enjoyed by the pupils and they respond with excitement to the challenge of a timed whole class activity. Pupils are encouraged to explain the strategies which they use and many are able to do so confidently and articulately. Their understanding and use of mathematical language is excellent. The investigative approach used in many of the mathematics lessons challenges all pupils to think, to apply their understanding and skills and to work both collaboratively and independently.
- 9 Central to the commitment to maintain these very high standards is a detailed knowledge of individual pupils' progress and a clear understanding of what they need to do next. Careful analysis of test results and of teacher assessments leads to a whole school focus on those small areas where there is room for improvement.

The national strategies for literacy and numeracy have been very effectively implemented within a curriculum which continues to be broad and to have a good emphasis on the arts.

- 10 The school has worked hard to implement the national strategies for both literacy and numeracy within classes of three year groups. All teachers are confident in what they are doing and plan thoroughly, both to cover the framework and to meet the needs of all pupils. English and mathematics take up a substantial amount of time every day, and further opportunities are sought within all curriculum areas to enhance literacy and numeracy skills.
- 11 No subject is neglected and the school provides an interesting programme of visits to provide first-hand learning experiences. Some of the work on display, for example a study of the Slaithwaite Canal and the Sowerby Bridge Canal Festival, shows how much benefit is derived from these opportunities.
- 12 Music continues to be a strength of the school. Many pupils receive instrumental lessons from specialist music teachers, others learn guitar and recorder with the staff of the school, all have frequent opportunities to sing and to take part in musical events. The art work on display is of a good standard.
- 13 There are appropriate opportunities for pupils to use information technology and examples of word-processing, data-handling and use of e-mail were seen. Provision for information technology will be significantly improved as the school acquires the additional hardware budgeted for, and as all staff receive the intensive training planned for next term.
- 14 The games element of the physical education curriculum is limited, during bad weather, because one classroom has been condemned and the school hall must therefore be used as a class base. This is a temporary situation until September of this year when a new extension should be completed.

Pupils have very positive attitudes to learning and behave very well

- 15 Pupils thoroughly enjoy coming to school and are confident and well-motivated learners. They take a keen interest in their lessons and often make links with experiences outside school. Many have a very good general knowledge which they are eager to extend by asking questions and by using their research skills. All pupils are encouraged to take a pride in their work; Year 4 pupils in a mixed age class confidently and articulately presented their work on the Aswan Dam to older pupils. Group and paired work is impressive; children listen with respect and put their own points of view confidently. They respond enthusiastically to problem solving activities, showing an increasing level of independence in their approach to tasks.

- 16 Pupils' behaviour in classrooms and around the school is very good. They respond positively to their teachers' expectations and have a clear understanding of what is acceptable and what is not. At wet playtimes and lunchtimes pupils of all ages interact sociably within the confines of the classrooms. Governors, staff and parents comment on the excellent behaviour of the pupils on visits out of school.

Teaching is very good; there is a personal and professional commitment to yet further improvement.

- 17 Overall the quality of teaching is very good, especially the teaching of English and mathematics. None of the lessons observed was less than good.
- 18 Teachers are very clear about what they want pupils to learn and they give lively and interesting explanations. They plan very effectively for the wide range of age and ability within the class. This results in all pupils being actively involved in learning, being given appropriate support and being challenged. A mixed Year 4/5/6 class began the literacy lesson with the same shared text on the Aswan Dam, linking with their work on Egypt. This was followed by whole class discussion where the teacher skilfully targeted questions to achieve maximum understanding and involvement. Different independent group tasks were carefully prepared so that all pupils could make good progress in developing skills of reading to extract information.
- 19 Expectations are always high, with an element of extension and independent learning built into many tasks. As Year 2 and Year 3 children completed their writing about the feelings of Joseph, his father and one of his brothers, they moved easily into a paired exchange of views with another person who had finished. The investigative approach adopted for a Key Stage 2 lesson on Carroll Diagrams resulted in a very high level of concentration for the whole session and ensured that the thinking of pupils of all ages was appropriately challenged.
- 20 The teachers enjoy teaching and plan imaginative and purposeful activities which help the pupils to enjoy their learning. The infant class was entranced by the teacher's reading of 'The Lighthouse Keeper's Cat'. They were eager to give their opinion of the story and of the characters and to complete the 'speech bubbles' which the teacher had prepared - together with lively drawings of the cat!
- 21 In all lessons there is a good emphasis on speaking and listening. Teachers use of language is good, including technical language within different subject areas. They expect the pupils to understand and to use a wide range of vocabulary and ensure that they are given the opportunities to speak for many different purposes. Year 1 children discussing a poster to advertise for a lost cat used key phrases such as 'last seen' and 'generous reward'.
- 22 Teachers show an excellent knowledge of individual pupils, the stage they have reached in their learning and what they now need to do to continue to make good progress. Pupils are frequently reminded of their learning and of what they are working on. Infant children were very clear about their individual numeracy targets.
- 23 This is a school where no learning opportunity appears to be missed. Lesson time is very well used and teachers ensure that their teaching enables pupils to make links with previous learning, with experiences outside school and with other subjects. Within all subject areas teachers take opportunities to enhance pupils' personal development.
- 24 There is a whole school commitment to improvement. Teachers and classroom support assistants constantly discuss the curriculum, teaching strategies and pupil progress. The school development plan has a well-planned programme of in-service training which includes all staff and often enables teachers and classroom assistants to learn alongside each other.

Classroom support assistants have a very positive impact on learning and on standards achieved.

- 25 The school believes strongly that the work done by classroom support assistants has a positive impact on standards attained by all pupils and especially on the progress made by children who have some difficulty with learning. Therefore, the governors and headteacher have determined to allocate additional funds to allow all literacy and mathematics lessons to have at least one additional adult.
- 26 The quality of the appointments made, together with excellent in-service training provision which includes the School Teacher Assistant and the Additional Literacy Support programmes, has resulted in excellent assistance in all classrooms. In the infant class the expertise of the other adult, herself a qualified nursery nurse, enables her to develop the early reading, writing and number skills of the youngest children very effectively whilst the teacher focuses on the older pupils. The assistants are always very clear about the purpose of the lesson and about their role within it. They liaise very well with the teachers, giving detailed information about individual progress or any difficulties experienced. Their understanding and skill is such that an observer might imagine that there were two teachers in the classroom. One assistant working with older children in the Year 2/3 class was able to extend their mathematical understanding significantly because of the quality of her explanation and her questioning skills.
- 28 The school is committed to the ongoing professional development of the classroom support assistants. It has the evidence to show that the investment in this area has a significant impact on the quality of learning and on standards in English and mathematics.

The headteacher is an effective leader of a very strong team; excellent use is made of the school's resources by the governors and staff.

- 29 The headteacher is a highly committed leader who provides a clear direction for the work of the school. He is well supported by a very able deputy and by a small and very strong staff. Teachers each take a leading role in curriculum developments at some time, depending on individual expertise and school priorities, but there is always a team approach to improvement.
- 30 Curriculum planning and delivery and pupil work are closely monitored by the headteacher in consultation with staff. All have a good understanding of strengths and of areas requiring further development. Analysis of assessment data, especially from national tests, is very thorough. It leads to identification of curriculum priorities each year and to a clear focus on maintaining high standards. The governors and headteacher are planning a more formal programme of lesson observations by all teachers. It is essential that this is for a very clear purpose and that it leads to identified improvement. It should not be allowed to weaken the high quality of the present teaching provision by requiring teachers to be out of their classrooms too frequently.
- 31 The governing body plays a close and supportive role in the management of the school and is well-informed about all aspects of development planning. There are appropriate sub-committees and named governors for specific responsibilities. They make a good contribution to decision making and to monitoring of spending and of developments. At present they are working hard to ensure that the building extension is ready for the next academic year; this work reflects very efficient budget planning.
- 32 The school budget has been very carefully formulated to address the needs of the school development plan and of all pupils. The headteacher and governors are well aware of the impact of spending decisions. They have resourced the school very efficiently and it is clear that quality resources, effectively deployed, are impacting very positively on pupil achievement.

Parents are happy with the education provided by the school.

- 33 Parents are highly satisfied with what the school does for their children. They feel that all the adults who work in the school know the children individually, care for them and respect them. They express the view that the school has been very successful in meeting the needs of all pupils within mixed age classes and in maintaining high standards of attainment. Parents of those children who have only recently joined the school are very impressed by the rate of progress made, especially by reception pupils.

WHAT COULD BE IMPROVED

Parents do not receive enough information about the curriculum. Written reports give insufficient detail of individual strengths and weaknesses, and of what should be done to improve. The present lack of a formal consultation evening for parents leads to some inequality in the accessing of information.

- 34 Parents have been provided with relevant curriculum information about the national literacy and numeracy strategies. They also have a good overview of the different subject areas. However, detailed information about the curriculum to be followed by classes each term varies from class to class, and can depend upon the amount of contact individual parents have with school. Some parents, therefore, feel that they are not as well prepared to support their child's education as they would wish.
- 35 Written reports are detailed and cover all areas of the curriculum. The work that the children have done is described in some detail and their achievements are praised. Parents appreciate the time spent on reports but also state that reports often fail to identify weaknesses and the next steps to be taken to improve.
- 36 This year the school has not held formal interviews between teachers and parents; parents have been invited to other events, for example, a literacy and numeracy evening, where they have had the opportunity to see their child's work and to arrange a formal meeting with the teacher if they so wish. Although some parents are happy with this arrangement, it tends to be those who come into school on a regular basis and who are, therefore, able to have frequent discussions with the teacher. Those parents who cannot visit school during the day, or who would not wish to make an appointment unless they had identified a concern, are, in effect, being denied equal access to their child's teacher and to information about their child's progress.

The present accommodation, as a result of storm damage to one classroom, is inadequate for the school to meet the requirements of the national curriculum consistently.

- 37 A temporary classroom on the school site has been irreparably damaged by storms. This has resulted in one class being taught in the school hall until alternative accommodation is ready. Lessons previously taught in the hall, for example, individual and group instrumental lessons and some physical education lessons, have had to be re-timetabled. Physical education lessons must all now be taught outdoors or, in inclement weather, within the confines of a classroom. Some instrumental lessons take place in the kitchen. Although the school is coping well in the short-term, in the long-term this is an unacceptable situation. There are plans to extend the present accommodation by the end of September. It is essential that the school and the Local Education Authority keep to the proposed timescale in order to ensure full curriculum entitlement over the next academic year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38 The school should now:

(A) improve communication with parents by:

- providing more detailed information about what each class is to learn during each term;
- ensuring that written reports identify weaknesses as well as strengths and that they say what should be done to bring about improvement;
- re-establishing formal consultations between teachers and parents.

Paragraphs 34 – 36.

(B) ensure that the timescale for the provision of another classroom is adhered to by:

- finalising its own budgeting and plans;
- maintaining an effective working relationship with the Local Education Authority.

Paragraph 37.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
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
9	36	55				

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	76
Number of full-time pupils eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	9	9	9
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	8	8	9
	Total	13	14	15
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	5
	Girls	7	6	7
	Total	13	11	12
Percentage of pupils at NC level 4 or above	School	100 (89)	85 (100)	92 (100)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	7	6	6
	Total	11	10	10
Percentage of pupils at NC level 4 or above	School	85 (78)	77 (100)	77 (100)
	National	68 (65)	69 (65)	75 (71)

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	74
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	22.4
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	32

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998
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	£
Total income	164279
Total expenditure	163,066
Expenditure per pupil	1,942
Balance brought forward from previous year	10,485
Balance carried forward to next year	11,698

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	74
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	33	11	0	0
My child is making good progress in school.	72	25	0	0	3
Behaviour in the school is good.	63	34	3	0	0
My child gets the right amount of work to do at home.	25	64	3	3	6
The teaching is good.	72	25	0	0	3
I am kept well informed about how my child is getting on.	61	33	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	0	3	0
The school expects my child to work hard and achieve his or her best.	72	25	0	0	3
The school works closely with parents.	61	33	3	3	0
The school is well led and managed.	75	19	0	3	3
The school is helping my child become mature and responsible.	67	28	0	3	3
The school provides an interesting range of activities outside lessons.	23	34	23	6	14