

INSPECTION REPORT

CORNHOLME JUNIOR, INFANT & NURSERY SCHOOL

Cornholme, Todmorden

LEA area: Calderdale

Unique reference number: 107521

Headteacher: Mrs J Burnside

Reporting inspector: Mrs E M D Mackie
23482

Dates of inspection: 8 – 10 May 2000

Inspection number: 188495

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Greenfield Terrace Cornholme Todmorden West Yorkshire
Postcode:	OL14 8PL
Telephone number:	01706 812787
Fax number:	01706 812787
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Limmer
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Diana Mackie	Registered inspector
David Hirons	Lay inspector
Sue Walker	Team inspector

The inspection contractor was:

Yorkshire Educational Services Ltd
16 Burn Hall
Darlington Road
Croxdale
Durham
DH1 3SR
Tel/Fax: 0191 378 4031

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

10

- By the age of eleven, standards are good and sometimes very good and pupils achieve very well in English, mathematics and science.
- Pupils' attitudes and personal development are excellent and there is an excellent ethos throughout the school.
- Teaching for the seven to eleven-year-olds is consistently good or better, with some excellent teaching.
- Leadership and management are very good and the headteacher provides excellent educational direction for the school.

WHAT COULD BE IMPROVED

12

- Raise the attainment of seven-year-olds in reading, writing, mathematics and science, as identified by the school.
- The quality of information for parents needs refinement.
- Good development planning is not sufficiently supported by a clear evaluation system.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14

PART C: SCHOOL DATA AND INDICATORS

15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cornholme Junior, Infant and Nursery School is an average sized school for pupils between the ages of three and eleven. There are currently 197 full-time pupils in the main school, of whom eleven in the reception class are under five years old. In the nursery class, twenty-one children attend full-time and ten attend part-time. Children are admitted to the nursery class in the September after their third birthday. They join the reception class at the beginning of the academic year in which they are five. There is a broad range of attainment when children start school, but the majority attain at levels below those expected for their age. There is a general balance of boys and girls in the whole school but in the nursery class and in Year 3 there are significantly more boys than girls. The school is situated in the village of Cornholme on the outskirts of Todmorden and pupils come from a broad range of social and economic backgrounds. Twenty-one per cent of pupils are eligible for free school meals and this is about average for schools nationally. There are 39 pupils on the school's register of special educational needs and, of these, an above average number of six have statements of special educational need.

HOW GOOD THE SCHOOL IS

This is a very good school where pupils achieve high standards, particularly in English, mathematics and science, by the time they are 11 years old. The headteacher, governors and staff work very effectively together to provide a high quality of education for all pupils. The quality of teaching is good overall, with some excellent teaching at Key Stage 2. Pupils enjoy coming to school because of the stimulating environment in which they make excellent relationships and learn respect, independence, responsibility and self-discipline. The school gives very good value for money.

What the school does well

- By the age of eleven, standards are good and sometimes very good and pupils achieve very well in English, mathematics and science.
- Pupils' attitudes and personal development are excellent and there is an excellent ethos throughout the school.
- Teaching for the seven to eleven-year-olds is consistently good or better, with some excellent teaching.
- Leadership and management are very good and the headteacher provides excellent educational direction for the school.

What could be improved

- *Raise the attainment of seven-year-olds in reading, writing, mathematics and science.
- The quality of information for parents needs refinement.
- Good development planning is not sufficiently supported by a clear evaluation system.

*The school has identified the need for these improvements in the school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Because of the very good levels of management in the school, there have been significant improvements since the last inspection in June 1996. The quality of education has improved because of better teaching and enhanced curricular provision. The school no longer teaches a range of subjects within one lesson thereby simplifying the management of the class.

Appropriate lesson objectives are now included in lesson plans so that teaching and learning are clearly focused. The roles and responsibilities of staff have been strengthened to include the monitoring of teaching and learning, particularly in literacy and numeracy. Governors have increased their involvement in school affairs. They know well what is going on in the school and are keenly involved in raising standards. Collective worship is now planned and implemented effectively. Relationships in the school have been maintained at a high standard.

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	C	B	A
mathematics	A	B	B	A
science	B	C	A	A

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

Key Stage 2

The above grades show that in the 1999 National Curriculum tests for eleven-year-olds, pupils' results in English and mathematics were above average nationally and well above average compared with similar schools. In science, results were well above average nationally and when compared with similar schools. The school has exceeded targets set with the local education authority. Over the past four years, the trend in all three subjects has been gradually upwards, in line with the national trend. The high level of commitment by staff and pupils has ensured that high quality teaching and learning are the norm and expectations are high. During the inspection, good standards were seen in English and mathematics, with evidence of very good attainment in some lessons. Standards in science were very good.

Key Stage 1

Pupils' results in reading in the 1999 National Curriculum tests for seven-year-olds were well below average in comparison with schools nationally and when compared with similar schools. In writing and mathematics, results were below average nationally and average when compared with similar schools. In science, results of teachers' assessments were well below the national average. Over the past four years, the trend in reading, writing and mathematics has been downwards, allowing for fluctuations from year to year. The school has analysed results and made appropriate plans, including extra teaching, to raise standards. During the inspection, pupils' attainment in English, mathematics and science was judged to be satisfactory. The school's positive introduction of the national strategies for literacy and numeracy has made a valuable contribution to improved standards.

Children under five

Most children under five make good progress in all the six recommended areas of learning. They develop appropriate levels of social, physical and creative skills and, by the time they are of compulsory school age in the reception class, they have the necessary levels of language and literacy, mathematics and knowledge and understanding of the world to start the National Curriculum confidently.

Pupils with special educational needs

Pupils with special educational needs make good progress throughout the school because of well prepared individual education plans which are followed consistently.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy coming to school and their positive attitudes have a very significant impact on their learning. They want to do well. Pupils concentrate for increasing lengths of time as they get older and are keen to complete their work.
Behaviour, in and out of classrooms	Very good. This contributes favourably to pupils' good progress. Pupils are respectful, considerate and sensitive.
Personal development and relationships	Excellent. Pupils use initiative and are responsible and mature for their age. Excellent relationships create a climate in which pupils ask questions confidently and become increasingly aware of how to treat others, deal with life's dilemmas and express personal thoughts and feelings.
Attendance	Satisfactory and in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 overall quality of teaching observed was excellent in 18 per cent of lessons, very good in 21 per cent, good in 36 per cent and satisfactory in 25 per cent. Teaching at Key Stage 2 was of very high quality, with some excellent teaching in Years 5 and 6. At Key Stage 1, nearly half of the teaching was good or better. At both key stages, good teaching in mathematics ensures that pupils have a sure grasp of appropriate skills in mental arithmetic and are confident in problem solving by the time they are eleven. Teaching of English is never less than good at Key Stage 2 but lessons at Key Stage 1 sometimes lack pace so that pupils do not learn as much as they could. Teachers throughout the school have good subject knowledge and they ask probing questions to consolidate and extend pupils' learning. Staff have introduced the literacy hour and the daily mathematics lesson very positively and skills are practised effectively in other subjects. Pupils with special educational needs are supported well with work matched to their needs. At Key Stage 2, the learning of all pupils is extended well and there is an atmosphere of challenge, so that pupils learn at a very good rate and want to do well. Interesting and exciting tasks motivate pupils to want to know more. At Key Stage 1, expectations of what pupils can achieve are not consistently high enough, although staff are working hard as a team to remedy this. Children under five are taught well in the nursery and the reception classes. They learn at a good rate and are well prepared for the introduction of the National Curriculum when they are of statutory school age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is broad, balanced and enriched by visits, visitors and opportunities for pupils to celebrate their personal strengths.
Provision for pupils with special educational needs	Good. Pupils are supported well with detailed individual education plans and good assistance from trained adults.
Provision for pupils'	Very good. The school has a rich and well-taught curriculum for

personal, including spiritual, moral, social and cultural, development	personal and social education. Pupils are encouraged to reflect on beauty in the natural and man-made environments. The school teaches the difference between right and wrong. Staff provide very good role models and social development is of very high quality. Pupils are encouraged to celebrate their local heritage and respect that of other people.
How well the school cares for its pupils	Effectively. The whole staff is aware of health and safety and child protection issues. Monitoring of attendance is very good and pupils are rewarded with praise and certificates for good attendance. Pupils' progress is monitored well and assessments are used effectively to prepare appropriate lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent educational direction for the school. Key staff work together very effectively as a team so that there is continuous improvement in provision for pupils.
How well the governors fulfil their responsibilities	Very well. Governors use their personal expertise very effectively in the service of the school. They fulfil their responsibilities very well and are conscientious and hard-working.
The school's evaluation of its performance	Good overall. Governors plan well to meet the needs of pupils and base their planning effectively on regular analysis of pupils' performance in national tests. Systematic analysis of progress through the school development plan is not so well developed.
The strategic use of resources	Very good. Resources are obtained at the most competitive prices and the school uses them in the best possible way to achieve its aims.

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 like school. • Children make good progress and become mature and responsible. • Behaviour is good. • Children get the right amount of homework. • Teaching is good. • The school has high expectations of pupils. • The school is well led and managed. 	<ul style="list-style-type: none"> • They would like a greater range of activities outside lessons. • Some think that they do not receive sufficient information on their children's progress. • Some would like to see closer links with parents.

Inspectors agree with parents' positive views of the school. The range of activities outside school, though not extensive, is satisfactory. In annual reports, there are no targets for the year and information needs refinement so that parents know more clearly how their children achieve in all subjects. Inspectors judge that the school makes good efforts to work closely with parents through newsletters, meetings, open evenings and opportunities for individual interviews by appointment.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven, standards are good and sometimes very good and pupils achieve very well in English, mathematics and science.

1. Attainment in these three subjects is above average by the time pupils leave the school at eleven years old. All pupils, including those with special educational needs, achieve very well because they are challenged to do their best in all lessons.

2. By the time they are eleven, most pupils read at levels above those expected for their age and some are very good readers indeed. All pupils read from a good range of literature, including poetry and non-fiction, and they scan texts very effectively to extract information. Skills in English have been developed systematically through well-focused study of texts during the literacy hour. The study of vocabulary, sentence structure and punctuation gives valuable practice to enhance reading comprehension and enrich writing. Teachers explore relevant material very effectively to stimulate pupils' interest and help them develop a range of writing styles. Pupils in Year 5, for example, produced writing of very good quality after a high level of discussion about the writing styles of Dickens, Stevenson and de Maupassant. During the discussion, pupils expressed their views about how atmosphere and character description can be developed through imaginative use of a wide range of punctuation. Pupils in Year 6 were also eager to express their personal views of texts, with comments such as, *'I like the mysterious story line'* and, *'I enjoyed the turn in it'*. Lessons are well structured throughout the key stage, with high expectations evident in teachers' planning and implementation. Pupils plan and draft their written work very well and finished pieces are beautifully presented, with very good joined and fluent handwriting or carefully executed word-processing.

3. Attainment in mathematics improves as pupils move through the key stage, with some very good attainment by the time pupils are eleven. Quick-fire mental arithmetic sessions are a regular feature at the beginning of lessons so that pupils are 'on their toes'. Because lessons are well organised and teachers prepare relevant activities which motivate pupils, learning is of a very high quality overall. Pupils' ability to express mathematical ideas well is a strong feature in the key stage because teachers explain new work clearly and question pupils thoroughly to elicit understanding and extend learning. Pupils respond well when they are encouraged to find their own methods of solving problems and use a step-by-step approach to tease out significant facts. Concentration is of a high level and pupils are enthusiastic and keen to get on with tasks. In discussions, pupils at both key stages say that mathematics is their favourite subject.

4. In science, teachers have high expectations of pupils and there is a strong emphasis on specific subject vocabulary and systematic scientific investigation. Skills of observation and measurement develop very well so that pupils gain increasing awareness of fair testing and good use of equipment. Pupils present their findings well, for example when they recorded different features of rocks or explained how a variety of materials separated during an experiment. In exciting work on forces, pupils recorded well-organised investigations into how the size of a parachute canopy affected its rate of descent. In Year 6, pupils showed good levels of knowledge about how they themselves are growing and changing as they get older.

Pupils' attitudes and personal development are excellent and there is an excellent ethos throughout the school.

5. The pupils' very good behaviour and excellent attitudes make a very positive contribution to the progress they make and to the ethos of the school. Good behaviour, polite manners and positive relationships are evident throughout the school day. Pupils work hard and are enthusiastic. In lessons, they demonstrate the capacity to work independently and be

responsible for completing the task in hand. When they gather together in assemblies there is a real sense of community as pupils listen well and celebrate the talents of their friends. At playtime and lunchtime pupils play constructively together, organising their own games and enjoying each other's company. The school has a clear anti-bullying policy and there was no evidence of bullying during the inspection. Relationships within the school are excellent and pupils value each other and are willing to listen to everyone's point of view.

6. Personal development is excellent because of the school's systematic and well-planned programme of teaching. Pupils are given skills to make effective relationships, resolve conflict and consider the feelings of others. They are taught to prepare themselves well for lessons, for example by organising their books and writing materials and remembering to bring kit for lessons in physical education. Teamwork is fostered in lessons, team games and group tasks for older pupils during residential visits. Pupils are enthusiastic learners and are willing to use their skills to help others. For example, older pupils helped younger ones to learn a skipping game in the playground and an older pupil was very willing to fasten the shoes of a younger one.

7. All members of the school community make valuable contributions to the strong, positive ethos. Adults support, value and plan to make the school a good place for pupils to be from the moment they start school. The pupils themselves respond in a mature way which sets the scene for a productive and happy school life for all.

Teaching for the seven to eleven-year-olds is consistently good or better, with some excellent teaching.

8. The quality of teaching for seven to eleven-year-olds is very good overall; it was excellent in 33 per cent of lessons during the inspection, very good in 34 per cent and good in 33 per cent. Although the best teaching is in Years 5 and 6, where it is often inspiring, high quality teaching is a strong feature throughout the key stage. Lessons are prepared rigorously so that there are clear learning objectives and work is appropriate for different groups of pupils to make good progress. Teachers work very well together as a team so that there is consistent good progress as pupils move through the key stage. Challenging work and high expectations of good behaviour and commitment encourage pupils to work at a vibrant pace. Teachers ask probing questions so that pupils have to think hard before they answer. Only the best will do. In a mathematics lesson in Year 6, for example, the teacher insisted that *digits* and not *numbers* moved three places to the left during multiplication by a thousand. In an English lesson in Year 5, the teacher insisted that the first word for each instruction should be *an imperative*. Teachers manage pupils very well so that the achievement of very good behaviour seems effortless.

9. Throughout the school, teachers' subject knowledge is very good and staff promote excellent relationships in the classrooms. Pupils are encouraged to develop good levels of specific subject vocabulary which enable them to express ideas and views and help to tease out their thinking. Good individual education plans for pupils with special educational needs are prepared and followed carefully so that pupils make good progress towards identified targets. Classroom assistants are usually deployed well throughout the school and they make a valuable contribution to pupils' learning. Teachers employ a wide range of strategies and resources which usually keep pupils' interest and extend their learning both inside and outside the classrooms. Information technology is used effectively to develop teaching materials, organise planning and enhance learning opportunities. Teachers use the newly established computer suite very effectively to teach the skills of information technology.

Leadership and management are very good and the headteacher provides excellent educational direction for the school.

10. The governors, headteacher and staff with management responsibilities make a very

positive contribution to the quality of education provided by the school. They work well together as a team so that all are on the same path and there is a general will to improve. The dedicated and popular headteacher provides excellent educational direction for the school. She works with energy and determination to improve standards and encourage shared ideals within a purposeful ethos in which there is high staff morale and excellent relationships. Parents express the view that the school's ethos and values have a positive effect on their children.

11. The governing body is very supportive of the school and is closely involved in all aspects of its work. The school's robust analysis of its results in national tests informs governors well so that they plan strategically to target resources and improve provision for pupils. Governors with specific roles fulfil them very well and committees have clear terms of reference. Individual expertise is harnessed very effectively and carefully planned training helps governors to strengthen their contributions to the management of the school. They have become aware of the need to set up a specific committee to deal with issues relating to premises and health and safety, where some current procedures are in need of refinement.

12. The school has carefully monitored the introduction of the literacy hour and daily mathematics lessons and this has successfully promoted consistency of teaching and learning between classes at Key Stage 2. The leadership has recognised the need to raise standards of pupils' attainment and improve further the consistency of teaching and learning at Key Stage 1. The management has dealt with the issue resolutely and has recently appointed an energetic and enthusiastic deputy headteacher who has taken on the role of co-ordinator for the key stage. There is a well thought through, specific development plan for Key Stage 1. Expectations have been raised in Year 2 and the school expects pupils to achieve higher results in national tests in 2000.

13. Governors make very good use of funds allocated to the school and the budget is clearly linked to the school development plan. They ensure that resources are obtained at the most competitive prices and the school uses them in the best possible way to achieve its aims. Financial control is good and spending is monitored monthly.

14. There have been significant improvements since the last inspection. The quality of education has improved because of better teaching and enhanced curricular provision. Only one subject is now taught within each lesson and this simplifies the management of classes. Appropriate lesson objectives are included in lesson plans so that teaching and learning are clearly focused. The management has strengthened the roles and responsibilities of staff to include the monitoring of teaching and learning, particularly in literacy and numeracy. Increasingly, governors have become more involved in school affairs so that they know well what is going on in the school and are keenly involved in raising standards. Daily collective worship is now planned and implemented effectively.

WHAT COULD BE IMPROVED

Raise the attainment of seven-year-olds in reading, writing, mathematics and science.

15. The results of national tests for seven-year-olds in 1999 indicated that, when compared with all schools nationally, standards were:

- well below in reading; and
- average in writing and mathematics.

When compared with similar schools, standards were:

- well below average in reading; and
- broadly average in writing and mathematics.

16. Robust analysis of the school's results in national tests and assessments has provided

clear evidence which is used to identify areas for development. The school has been rigorous in looking for ways to improve pupils' attainment and has focused on extra teaching, improved teaching styles, clearer curricular provision and improved resources.

17. The quality of teaching observed for five to seven-year-olds was satisfactory overall. It was good in 45 per cent of lessons and satisfactory in 55 per cent. There was good teaching in mathematics at the beginning and end of the key stage, when teachers gave clear explanations so that pupils knew what they had to do. Expectations are not sufficiently high in Year 1. In Year 2, the rate of pupils' learning increases and progress accelerates. Throughout the key stage, there is occasionally a lack of pace. It slackens, often towards the end of lessons, so that pupils sometimes become restless. Teaching of children under five is good in the nursery and reception classes and children are motivated to learn through well-organised experiences which include the six required areas of learning. This enables children to make good progress.

18. The school is aware of the need to raise pupils' attainment by the time they are seven. There is a well thought through development plan for the key stage which has clear aims focusing on the raising of standards and the setting of targets for improvement. The deputy headteacher encourages a team approach which promotes consistency in teaching and enhancement of pupil performance. Teachers have worked together well and progress in meetings is well documented, though there is still some way to go. More attention is now given to looking at pupils' work across the age range and agreeing on the levels of work so that there is consistency between classes. Assessment of pupils' work is still not sufficiently consistent throughout the key stage. This hampers teachers' ability to challenge pupils at appropriate levels in all lessons.

19. There are strong, positive features in the teaching which help pupils to make good gains in some aspects of learning. Teachers are enthusiastic and they have adapted their teaching styles effectively to meet the new approach during literacy and numeracy lessons. Pupils are encouraged to use appropriate vocabulary in all subjects so that they take part in discussions with confidence. Teachers build effectively on the love of books and which is fostered in the nursery and reception classes, when the literacy hour is used very effectively to introduce a wide range of literature. In the best lessons in mathematics, pupils are encouraged to look for patterns and explore relationships between numbers. Pupils in Year 2 responded very positively to well-designed tasks which extended their mathematical reasoning, and mental arithmetic is taught well in all classes.

20. Improved curricular provision includes the enthusiastic implementation of the national strategies for literacy and numeracy and staff plan together well. Subject co-ordinators have examined the school's needs and used their budgets well to enhance learning resources to match the improved curriculum. These positive features and the determination of the leadership and management give the school the good capacity to improve standards at Key Stage 1.

The quality of information for parents needs refinement.

21. In answers to the questionnaire and at the pre-inspection meeting, parents expressed overall satisfaction with the school. Inspectors agree that the school is well managed, teaching is good and the pupils are well behaved. This is a very positive background to the school's work. Communication with parents is good overall. All parents are invited to regular consultation evenings and are welcome to contact the school to discuss their children's progress at any time. They are welcomed into the school when their children join the nursery class and there is regular communication with them, often at an informal level at the beginning and end of the school day.

22. The majority of parents think that the school works closely with them and provides a good level of information on their children's progress, but a significant number of parents disagree. They want to know if their children are doing as well as they can in all subjects. The school has put a great deal of effort into improving annual reports, which now give detailed information about English, mathematics and science. Information on other subjects includes knowledge and skills

which pupils have achieved over the year, but not whether these are good enough for each individual or appropriate for their age. There are overall thoughtful comments on attitudes and behaviour so that parents know if their children are trying to do their best.

23. Communication with parents about how their children are doing from day to day is good. Throughout the year, teachers regularly set targets for improvement in diaries which are sent home so that parents are involved in raising standards. There are no broader targets in pupils' annual reports so that parents can measure improvement from year to year. Inspectors judge that refinement of information on subjects and the setting of annual targets in their children's annual reports would help parents to be even more informed about and involved in their children's progress.

24. Statutory requirements are not met because information in the governors' annual report does not tell parents about the school's progress since the last inspection. This is a lost opportunity for closer links between school and home. The school is not singing its praises well enough, as it has done well and parents could know about, share and celebrate successes.

Good development planning is not sufficiently supported by a clear evaluation system.

25. The school does not maximise on its good school development planning by evaluating progress more systematically to see how things are going and perhaps add pace or reflect on areas as necessary. The school development plan identifies a wide range of targets which are relevant to the school's needs and which include national initiatives such as the strategies for literacy and numeracy. There is a record of when targets are achieved. Governors have a good overall picture of how the plan is affecting the school, but step-by-step monitoring and recording of progress is not sufficiently clear to show whether developments are on track or provide clear information on progress for governors, staff and parents. The leadership recognises the need for improvement and the new plan for the coming year includes a checklist to record when items are discussed or completed. There are references to progress in the minutes of governors' meetings, but there is no clear system to record the quality of improvements and their impact on pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve standards at Key Stage 1 by:

- continuing to develop a more consistent approach to teaching throughout the key stage;
- raising teachers' expectations of what pupils can achieve.

(Paragraphs 12, 15-18)

Improve the quality of information for parents by:

- including progress on the implementation of the action plan following the Ofsted inspection in the governors' annual reports to parents;
- providing more detail on pupils' achievement in each subject and setting targets for pupils' improvement in annual reports to parents.

(Paragraphs 21-24)

Maximise on good development planning by:

- monitoring, evaluating and describing its implementation regularly and systematically so that staff, governors and parents know about progress through the plan and its effect on pupils' learning.

(Paragraph 25)

Inspectors acknowledge that the school has appropriately recognised the need to raise pupils' attainment at Key Stage 1.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	21	36	25	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	197
Number of full-time pupils eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	38

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	17
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	9	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	19
	Girls	7	9	8
	Total	22	26	27
Percentage of pupils at NC level 2 or above	School	73 (94)	87 (66)	90 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	17
	Girls	7	7	7
	Total	19	23	24
Percentage of pupils at NC level 2 or above	School	63 (78)	77 (86)	80 (76)
	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	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	13	13	13
	Total	26	26	27
Percentage of pupils at NC level 4 or above	School	87 (76)	87 (76)	90 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	12	12	12
	Total	25	24	25
Percentage of pupils at NC level 4 or above	School	83 (77)	80 (75)	83 (75)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	175
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.6:1
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	133.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13 : 1
--------------------------------	--------

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	305,211
Total expenditure	297,896
Expenditure per pupil	1,568
Balance brought forward from previous year	11,228
Balance carried forward to next year	18,543

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	0	1
My child is making good progress in school.	56	39	3	0	2
Behaviour in the school is good.	54	41	0	0	5
My child gets the right amount of work to do at home.	49	42	4	2	3
The teaching is good.	68	29	1	0	2
I am kept well informed about how my child is getting on.	42	39	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	24	7	2	1
The school expects my child to work hard and achieve his or her best.	71	27	0	0	2
The school works closely with parents.	35	49	12	3	1
The school is well led and managed.	57	38	2	0	3
The school is helping my child become mature and responsible.	44	52	1	0	3
The school provides an interesting range of activities outside lessons.	25	39	23	4	9

