

# INSPECTION REPORT

## **GARVESTONE PRIMARY SCHOOL**

Garvestone

LEA area: Norfolk

Unique reference number: 120810

Headteacher: Mr J Kelly

Reporting inspector: Mr S M O'Toole  
20891

Dates of inspection: 22<sup>nd</sup> – 23<sup>rd</sup> May 2000

Inspection number: 188699

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: Dereham Road  
Garvestone  
Norfolk

Postcode: NR9 4AD

Telephone number: 01362 850315

Appropriate authority: The governing body

Name of chair of governors: Mrs L Turner

Date of previous inspection: 15<sup>th</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
Throughout the school, standards in English and mathematics are above average and reading is particularly good.	
Most of the teaching is very good and contributes much to the quality of education provided and the rate at which the pupils learn.	
The pupils enjoy school. They work hard, behave well and are keen to do their best.	
The leadership and management of the school are very good and the headteacher, staff and governors are committed to raising standards.	
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
Computers are not used sufficiently to support the pupils' learning.	
Homework is not used sufficiently to extend the pupils' skills and knowledge.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Garvestone Primary School is located in Norfolk close to the town of Dereham. The school admits boys and girls aged four to 11 from the village and surrounding area. All of the pupils are from white heritage backgrounds. With 45 pupils, the school is much smaller than most other schools. The school has six pupils on the register of special educational needs and one of them has a statement of special educational needs. These figures are about average. Two pupils are entitled to free school meals, which is low when compared with other schools. Attainment on admission to the school varies from year to year. The current group of under fives has average levels of attainment.

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

This is a very effective school which has made significant improvement since the previous inspection. Standards in English and mathematics are above average and are much better than they were. The much improved teaching and effective relationships between pupils and staff result in a caring and purposeful school where achievement is encouraged and celebrated. The pupils learn effectively and are prepared well for the next stage of their education. The headteacher and governors are rigorous in their support and evaluation of the school's achievements. They share a clear educational vision with the staff to raise standards further. Finances are used well and are linked to the school's priorities. The school makes effective use of the funds available and provides good value for money.

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

- Throughout the school, standards in English and mathematics are above average and reading is particularly good.
- Most of the teaching is very good and contributes much to the quality of education provided and the rate at which the pupils learn.
- The pupils enjoy school. They work hard, behave well and are keen to do their best.
- The leadership and management of the school are very good and the headteacher, staff and governors are committed to raising standards.

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

- Computers are not used sufficiently to support the pupils' learning.
- Homework is not used sufficiently to extend the pupils' skills and knowledge.

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

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

Since the school was inspected, in July 1996, there has been very good improvement. The results in national tests in English, mathematics and science have improved substantially. In spite of an almost complete change in staff the issues raised in the previous inspection report have been remedied. Planning is much better and there is good communication between the teachers to ensure that skills are developed consistently. The teachers work hard to ensure that their approaches to teaching complement one another. The school's support for pupils with special educational needs is better than it was and is proving effective in raising standards. Teamwork is much improved and everyone works to well-defined targets. The governors keep a check on how well the school is doing. These improvements have helped to raise the quality of teaching and to improve the curriculum, although more needs to be done to develop the pupils' computer skills. The school is in a good position to build upon its strengths. There are sufficiently challenging targets for English and

mathematics. Careful checking on what the pupils achieve ensures that the school is on course to meet its targets.

### **STANDARDS**

Much progress has been made in raising standards since the previous inspection. There are some variations from year to year due to the very small numbers of pupils taking national tests. However, improvement has been rapid and at a faster rate than the national trend. In reading and writing the seven-year-olds perform at a very high level (among the top five per cent of schools). Their attainment in mathematics is well above average. In the 1999 national tests, the oldest pupils attained levels which were well above average in English and above average in mathematics and science. Inspection evidence shows that standards are above average and that progress for all pupils, including the gifted and talented and those with special educational needs, is good. Children under five make good progress and attain standards which are above those expected for their age by the end of the reception year. There is very little difference between how well boys and girls perform. The teachers' assessment of pupils in science at the age of seven underestimates performance with no pupil attaining the higher level 3.

### **. PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. The pupils enjoy school. They work hard and are keen and well-motivated learners. They sustain interest in their work, co-operating effectively.
Behaviour, in and out of classrooms	Good. The pupils understand and follow the school's rules. They are kind and considerate to each other, and show respect and courtesy to adults.
Personal development and relationships	Very good. The pupils get on well together and form effective friendships. They take responsibility seriously and are keen to use their initiative and to work independently.
Attendance	Good. Attendance is above the national average and the pupils arrive on time.

The pupils contribute much to making the school a well-ordered community. The atmosphere within the school is pleasant and purposeful and there is little bullying or unkindness. At lunchtimes the pupils play together well, share sports equipment, and allow everyone to join in their games. They enjoy coming to school and any absence is due to illness.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
9 lessons seen overall	Very good	Very 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.*

The teaching is very good overall with particularly effective teaching of under fives and infants. The staff have a thorough and detailed knowledge of the pupils. They prepare lessons well using a good range of methods including direct teaching and opportunities for pupils to work in small groups or as individuals. Literacy skills are taught very well. These lessons have brisk pace, much challenge and tasks which match the needs of the different abilities and ages within the class. Numeracy teaching is good with a strong focus on improving the pupils' competence in number. There is very good support for those pupils with special educational needs. Well-focused questions and the use of praise and reward enthuse the pupils, encouraging them to do their best. Relationships are very good and the

rapport between teachers and pupils ensures that learning is rigorous. Much is expected of the pupils who respond well by working hard. In the lessons seen, all of the teaching was good or better. A high proportion of lessons were very good (63 per cent) with the remainder being good.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. The school provides an appropriate curriculum and places much emphasis on literacy and numeracy although more time is needed for work on computers.
Provision for pupils with special educational needs	Very good. The school clearly identifies the needs of the pupils and provides work which is at just the right level. The additional teaching support and effective homework help the pupils to improve consistently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school encourages the pupils to care for one another and to develop a good understanding of their responsibilities. The wide range of visits and visitors contributes much to cultural and social development. The staff set a good example.
How well the school cares for its pupils	Very good. The staff's concern and care for the pupils, including child protection, are hallmarks of the school's success.

The curriculum has improved greatly since the previous inspection. Planning is well focused and thorough ensuring the consistent development of skills in almost all subjects. The main area for development is in using computers. The way that the school meets the needs of pupils with different abilities and ages in the same class is a strength. There are good opportunities for the pupils to take part in musical and sporting activities. The school works well with parents and they contribute much to the social and financial aspects of school life. All pupils are treated and respected as individuals and they receive very good support and care.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher and staff form an effective and hard-working team. Responsibilities are shared and decision making is effective as it involves everyone. The school has made significant improvement since the previous inspection.
How well the governors fulfil their responsibilities	Very well. The governors are extensively involved in the school, support the work in classrooms and have a good overview of developments.
The school's evaluation of its performance	Good. The headteacher and governors clearly understand the school's strengths and areas for development and their plans for improvement are well focused. The governors review the school's performance and are keen to develop new initiatives.
The strategic use of resources	Good. The governors ensure that available funds are used wisely and plan carefully to ensure that there are sufficient staff and resources. Very good use has been made of funds to improve the accommodation and the provision for pupils with



special educational needs.
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The school has made very good headway in remedying the weaknesses identified in the previous inspection report, through the dedication and commitment of the headteacher, staff and governors. Financial planning and control of spending are effective and ensure that decisions are taken for the benefit of the pupils. The school seeks to use the funds available wisely ensuring that supplies and services are of good quality and represent good value.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The children like coming to school.</li><li>• The school encourages children to behave well and work hard.</li><li>• The good progress made by the children.</li><li>• The good teaching.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• More information about what children are being taught.</li><li>• Some aspects of how the school is led and managed.</li></ul>

The inspection team supports the parents' views. Insufficient homework is given to the oldest pupils and parents are not clear what is expected. More information about what is to be taught would help parents to be more involved in their children's learning. The school is led and managed effectively.

## **PART B: COMMENTARY**

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

**Throughout the school, standards in English and mathematics are above average and reading is particularly good.**

1. There has been significant improvement, since the previous inspection, in the pupils' performance in the national tests at seven and eleven in English and mathematics due to effective teaching, better planning and the effective use of assessment to check on how well the pupils are doing. Standards have risen rapidly and the trend is above the national rate of improvement. Boys and girls do equally well overall, although there are some variations from year to year due to the fluctuations in the size and composition of the cohorts. Pupils with special educational needs make good gains in their learning and attain appropriate levels taking into account their previous skills and knowledge. When the pupils start school they have average levels of skill, knowledge and understanding. By the time they leave, overall standards are above average and are at least as high as they should be. This represents good success for the school.
2. Standards in English are well above average. The school encourages effective listening and promotes speaking skills very well. There are good opportunities for pupils to discuss sensitive issues, to take part in group work and to speak to an audience. As a result, by the end of both ages of seven and eleven, the pupils have above average skills in speaking and listening. In the infant class, the pupils engage in conversation using good sentence structure and follow a sequence of instructions correctly. Older pupils understand that language has different conventions according to the audience. They speak quietly to individuals and small groups but loudly and clearly to larger groups. In reception, the children make good gains in speaking and listening and gain much from the opportunities provided at the start of the day to share their experiences.
3. Standards in reading by the end of the infants have been consistently high for several years and the school's performance in national tests in reading is among the top five per cent of schools when compared with all schools and those with similar intakes. The school justifiably prides itself on the approach taken to the teaching of reading. Right from starting school much emphasis is given to developing the children's love of books. By the end of the reception year the children have begun to make good headway in early reading, showing enjoyment of a range of stories, building words from letter sounds and having a go at learning and sounding out new words. Throughout the infant class there are many and varied opportunities for the pupils to enjoy stories, improve reading skills and use books for pleasure and information. As a result the standards are high with most seven-year-olds achieving good success. Similarly, the standards in reading are well above average by the time the pupils leave the school. The pupils have advanced skills in predicting the outcome of stories, using techniques to find information quickly and show a good understanding of plots and characters. The school has maintained its traditional approach to checking up on the pupils' progress and has combined regular opportunities for the pupils to read and discuss books with the teacher with group reading and other techniques used in the literacy hour.
4. The pupils achieve well in national tests in writing although, in the current cohort of pupils, standards are not as high as in reading. The pupils benefit much from the consistent teaching of writing skills and become proficient in spelling, grammar and punctuation by the time they leave the school. The seven-year-old pupils spell simple words correctly, make appropriate use of punctuation such as capital letters and full stops and begin to write interesting short stories. They are beginning to join letters with

varying degrees of success with the most able writing in a legible style. In the junior class, the teacher focuses well on improving handwriting and most pupils have neat and well formed script which they use consistently in their work in other subjects as well as English. Spelling is good, aided by regular practice. By the end of Year 6, the pupils attain standards which are well above average. They understand the conventions of writing and make effective use of grammar, punctuation and effective vocabulary to enhance their work. There are good opportunities for them to write in a variety of styles and for different purposes and the pupils use suitable vocabulary when arguing a case or writing letters. In some lessons, such as in religious education, opportunities are missed to extend the pupils' writing skills as they are required to provide short answers on worksheets rather than writing longer passages.

5. In the national tests, in mathematics, the pupils attain above average standards by the age of eleven and achieve appropriate levels when their performance is compared with pupils in similar schools. At the end of Year 2 standards are well above the national average and above average when compared with similar schools. There is some variation from year to year due to the small number of pupils taking the tests but the trend over time is one of improving performance. The school makes good use of the National Numeracy Strategy and this has had a marked effect on raising standards in the quick and accurate recall of number facts in both the infant and junior classes. Throughout the school the pupils have a good understanding of numbers. Year 2 pupils add and subtract competently and have a basic knowledge of multiplication. They follow patterns such as odd and even and use their knowledge to solve simple problems. In both classes, the pupils have an above average knowledge of shape, space and measurement. Year 6 pupils work competently with decimal fractions, percentages and proportions. Although the pupils have a secure understanding of graphs and charts and can present their work using diagrams they lack competence in using computers to collect, compare and collate data. The development of mathematical vocabulary is promoted well and pupils are expected to use correct terms when describing shape and solving problems. Good use is made of resources and pupils are encouraged to select apparatus and put it away, to check their own work and to work productively.

**The teaching is very good and contributes much to the quality of education provided and the rate at which the pupils learn.**

6. The quality of teaching is good with very good teaching of literacy and numeracy in both the infant and junior classes. In addition, the teacher working with children under five provides very good opportunities to promote learning skills through practical activities and direct teaching. Children under five make rapid gains in their learning and this is due to the well-focused teaching, challenging tasks and just the right balance between direction and choice. The teaching of pupils with special educational needs is very good. Staff working with these pupils carefully follow the targets set for the pupils, assess what they are doing and provide homework to extend their knowledge. This is particularly effective as parents become very involved and are able to provide well-focused support. As a result, these pupils make good gains in their learning and become confident when working with their peers. The quality of teaching has improved significantly since the previous inspection due to thorough planning, effective discipline and very good relationships.
7. The teaching of literacy is of high calibre with thorough planning, which includes work which is matched well to the different abilities and ages in the classes. Much emphasis is given to developing and extending the pupils' reading skills. This starts in reception

where the teacher encourages children to learn the sounds that letters make and to recognise new words. There are many opportunities for pupils to listen and take part in stories, practise writing and become competent in expressing feelings and emotions in words and pictures. In Years 1 and 2 these skills are developed rapidly through a consistent programme of teaching spelling, grammar and punctuation. Much encouragement is given to the pupils to learn spellings at home. In her marking, the teacher identifies common errors and guides the pupils on how they might improve. Praise and reward feature much in the teaching and the pupils respond enthusiastically to this, seeking to do their best and to produce work which is of a good standard. In the juniors, the teacher provides many opportunities for the pupils to write in a variety of styles and for different purposes. She encourages the use of imaginative and interesting vocabulary and, with the older pupils, stresses the importance of careful phrasing and precise vocabulary. The pupils are taught effectively to organise their writing in such a way that it follows a sequence, is clear and sharply focused. Of particular note is the school's rigorous approach to the teaching of reading. This is done consistently through the school and as a result standards are high. Teachers keep good records of the pupils' progress in reading and set targets for them so that they can improve. They listen to them regularly and, through rigorous questions, check understanding and the pupils' ability to find information from a variety of books.

8. The school has successfully introduced the National Numeracy Strategy, and the teachers make good use of this resource, adapting it well for work in mixed age classes. At the start of lessons there are opportunities to practise calculating quickly and accurately and the pupils keenly compete to be the first to answer. In both classes, the teachers identify any gaps in the pupils' knowledge and, through checking on the pupils' responses, are able to pose questions which are designed to get the pupils thinking and to apply their number skills to solving problems. The teachers correct pupils' work regularly and make helpful comments to guide the pupils on how they might improve. Detailed and accurate records of progress enable the teachers to plan work which is matched effectively to the needs of all. For example, lower attaining pupils are sometimes encouraged to work with younger classmates and those who are gifted or higher attainers are given challenging and demanding work alongside older pupils. Pupils respond very well to this, working productively and remaining on task throughout the lessons. A good technique is the way that the teachers encourage the pupils to explain how they have found an answer. This sharpens up mathematical thinking.
9. The commitment, hard work and rigorous planning by the teachers ensures that pupils of all abilities make as much progress as possible and that standards are at least as high as they should be. The teachers support one another well and the contribution made by classroom assistants adds much to the organisation of lessons and effective learning. In the lessons seen, 63 per cent of teaching was very good and the remainder was good. There was no unsatisfactory teaching.

**The pupils enjoy school. They work hard, behave well and are keen to do their best.**

10. Throughout the school, the pupils are keen to learn and have positive attitudes in all their lessons. A good start is made in the reception class. These young children are keenly involved in all of the activities provided. They join in confidently with older members of the class contributing answers to questions and listening carefully to others' responses. They quickly adapt to the school's routines, settle to tasks and maintain concentration for long periods. They respond well to the staff, engage in discussion and work well independently. They use their initiative to find apparatus and

books to help them in their work. Both infant and junior pupils respond well to challenge and organise themselves into groups without fuss. They work effectively together, collaborating in practical activities such as science and willingly take turns when using equipment such as programmable toys. In literacy lessons they listen attentively and are keen to answer questions and offer opinions. They show respect for the feelings of others and show empathy when discussing issues such as the Holocaust. Junior pupils bring artefacts from home to illustrate and enliven their topic work. They are thoughtful writers, using their initiative to find interesting vocabulary from a dictionary or thesaurus to bring their work to life. In mathematics lessons, they keenly compete to be the first to answer and show much interest in pattern, shape and solving problems. The pupils present their work well, using neat and well formed joined writing. They work at a good pace and are productive and well motivated.

11. Behaviour is never less than good and often it is very good. The pupils move around the school sensibly, take care of resources and show respect for adults and each other. In lessons, they respond quickly to the teachers' requests for attention. In assemblies they come in and go out of the room without fuss or disturbance. No bullying or unkind behaviour was observed during the inspection. The pupils say that they feel happy and secure in school and that any problems are sorted out quickly. Parents are justifiably pleased with the good behaviour of their children. The pupils are courteous and polite, having a clear understanding of the differences between right and wrong. They contribute much to the good order in the school, know and understand the school rules and see the purpose in them.
12. The pupils are very involved in the life and work of the school. They willingly carry out tasks such as collecting registers, and take responsibility for organising games at playtimes. Older pupils care for their younger classmates. All are keen to help and offer assistance to their teachers and other adults without being asked. These positive attitudes spill over into their work. The pupils are able to plan and organise their own learning and use their initiative in presenting work in a variety of forms. By the time they leave the school the pupils are confident and mature in their attitudes to work and have a good understanding of the role they can play in society.

**The leadership and management of the school are very good. The headteacher, staff and governors are committed to raising standards.**

13. The school has made very good improvement since the previous inspection and is much better than it was. This is due in no small measure to the dedication, commitment and hard work by the headteacher, staff and governors. They form an effective team who are committed to improving the quality of education for all pupils and to raising standards. There were significant weaknesses at the time of the previous inspection in the curriculum, teaching, leadership and management and accommodation. All these have been remedied. In addition, provision for pupils with special educational needs is much better. The school has set rigorous, but achievable, targets for English and mathematics and is on course to meet them. There is clear vision for the future and the school has the capacity to build on its many strengths.
14. The appointment of new staff has been crucial in improving the school. There is now a strong and effective team who collaborate well and focus very effectively on the needs of individuals. There is a firm commitment to equal opportunities and to meeting the needs of all ages and abilities. This is reflected in the thorough preparation of work which is matched to ability. Although some parents expressed concern about how well the school is led and managed, inspection evidence shows that the headteacher, staff

and governors work together effectively and have made a significant contribution to raising standards and improving the quality of education at the school since the previous inspection.

15. The governors have a clear understanding of the work of the school and monitor its performance well. They are regular visitors and helpers in the classrooms and keep a check on what is happening, forming an effective link between the school, the parents and the community. All statutory requirements are met and school improvement is at the heart of the governors' thinking. There is no sense of complacency and the school is poised to improve further. The school management plan is a useful tool to promote further improvement. The staff and governors take decisions together and share responsibility effectively. The priorities identified are linked well to the opportunities for staff to further their careers through in-service training. Newly appointed staff say that they feel part of the team and that the way in which they were welcomed to the school helped them to settle quickly.
16. The fluctuations in the number of pupils attending the school each year causes some difficulties in planning for the future with regard to finance. However, financial procedures and control are robust and the school makes good use of the funds available. For example, new books have been purchased for literacy and the school's successful bid for computers will help to solve some shortages of equipment for information technology. In buying supplies and services, the school seeks to provide resources of good quality at the minimum cost. The governors regularly review the school's finances and evaluate how effective spending decisions have been.

## **WHAT COULD BE IMPROVED**

### **Computers are not used sufficiently to support the pupils' learning.**

17. The school has identified this issue as an area for improvement and has a well-structured development plan to extend the pupils' skills and to provide more opportunities for them to use computers in other subjects. There have been insufficient resources available and this has limited the time pupils have had to practise and extend their skills. The computers are not used sufficiently to equip the pupils to be confident in using them for research and investigative work. The range of programs is limited and they are insufficient to support pupils with special educational needs. At seven and eleven, the pupils have appropriate levels of skill in word processing but they are insecure in applying their knowledge to extending their writing skills and in using the computer's tools. The standards attained in control technology are average and the pupils operate programmable toys effectively. However, the use of computers to collect and collate data is underdeveloped. The staff's confidence in using computers varies and is generally low. There is a suitable scheme to guide the teachers in developing skills and accurate records of progress are kept. However, more in-service training is needed.

### **Homework is not used sufficiently to extend the pupils' skills and knowledge.**

18. The school provides some opportunities for the pupils to complete homework. There is good success in reading due, in part, to the good support from parents. Parents value the opportunity to support this aspect of their children's learning. Spelling and the learning of multiplication tables form part of the school's homework policy and these skills are practised regularly but not frequently enough. Pupils with special educational needs benefit much from the homework provided and this makes a real difference to

their progress in basic English skills such as reading, writing and handwriting. At the meeting held prior to the inspection, the parents were unanimous in their views that the school does not provide sufficient homework, particularly for older pupils. Inspection evidence confirms this view. There are insufficient opportunities for pupils to carry out research and to extend skills learned at school. The staff and governors are aware of this and have plans to remedy the situation.

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

19. The school has made very good improvement since the previous inspection. In order to build upon its success and to raise standards further, the headteacher, staff and governors should:

**(1) Improve the provision for and raise the pupils' competence in information technology by:**

- Providing more opportunities for the children to use computers in other subjects:
- Ensuring that more time is spent on teaching and using computer skills:
- Providing in-service training to raise teachers' confidence.

**(2) Use homework more effectively to extend the pupils' skills.**



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	63	38	0	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45
Number of full-time pupils eligible for free school meals	2

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	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	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.9
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	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100	100	100
	National	82	86	87

The table for Key Stage 2 has been omitted due to the small numbers of pupils taking the tests. Comparative figures for Key Stage 1 from 1998 are not included due to the small number of pupils tested.

### 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	45
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)	3
Number of pupils per qualified teacher	17.5
Average class size	22.5

#### Education support staff: YR – Y6

Total number of education support staff	1
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### Financial information

Financial year	1998 - 1999
	£
Total income	101837
Total expenditure	101,023
Expenditure per pupil	2009
Balance brought forward from previous year	407

Total aggregate hours worked per week	20
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Balance carried forward to next year	685
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## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	45
Number of questionnaires returned	26

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	23	69	4	0	4
My child gets the right amount of work to do at home.	23	50	19	8	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	62	27	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	15	12	0	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	65	23	8	0	4
The school is well led and managed.	58	23	19	0	0
The school is helping my child become mature and responsible.	58	38	4	0	0
The school provides an interesting range of activities outside lessons.	23	65	4	0	8

### **Other issues raised by parents**

At the meeting held prior to the inspection, parents expressed satisfaction about the work of the school in almost every area. However, there was concern about the insufficient provision made for homework. Parents were delighted with the start their children made to school life. They would like more information about what is to be taught each term.