

# INSPECTION REPORT

**Bilsborrow John Cross C. E. School**

Bilsborrow, Preston

LEA area: Lancashire LEA

Unique reference number: 119519

Headteacher: Mr I. McCondichie

Reporting inspector: Mr P. M. Allen  
OIN 17531

Dates of inspection: 21<sup>st</sup> – 22<sup>nd</sup> March 2000

Inspection number: 188747

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Garstang Road  
Bilsborrow  
Preston  
Postcode: PR3 0RE

Telephone number: 01995 640505

Appropriate authority: Governing Body

Name of chair of governors: Mr W. Collinson

Date of previous inspection: 4<sup>th</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

John Cross C. E. School is a small rural school in the village of Bilborrow located between the towns of Garstang and Preston. The majority of pupils come from the villages of Bilborrow and Myerscough located on either side of the A6 road, and a smaller number come from the surrounding communities. The pupils come from a variety of backgrounds. Recent years have seen a reduction in the numbers on roll from 84 previously to 63 at the time of the inspection. The budget implication of the falling roll has been the loss of a part time teacher who taught for half the week; this means that the headteacher now has a full time teaching commitment. The pupils are in three classes, one for Key Stage 1 and two for Key Stage 2. There are 16 pupils on the special educational needs register, one of whom has a Statement of Special Educational Need. Most children receive pre-school education. When children start school there is a wide range of attainment and levels vary from year to year but overall, attainment is broadly in line with what might be expected. The school aims to develop a caring atmosphere in which all members of the school can develop their talents to achieve their full potential.

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

This is a good, effective school. Evidence suggests that pupils are making satisfactory and often good progress, most achieving well in relation to their abilities. Progress is more marked towards the end of Key Stage 2. Standards at the end of Key Stage 2 are generally higher than at the end of Key Stage 1. Standards in written work are lower than they are in the other basic areas of learning. The school benefits from the good leadership of the headteacher and the quality of teaching is good overall. In consideration of the costs involved, the standards achieved and the quality of education provided, the school gives good value for money.

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

- ◆ The teaching brings about high standards at Key Stage 2.
- ◆ The information technology provision has improved significantly since the last inspection.
- ◆ Pupils have positive attitudes to learning and levels of behaviour are very good.
- ◆ There is good provision for spiritual and cultural development and very good provision for moral and social development.
- ◆ There are excellent induction arrangements for children starting school.
- ◆ The school enjoys a very good partnership and effective links with parents.
- ◆ The school has very good links with the local community.

### **WHAT COULD BE IMPROVED**

- ◆ The Key Stage 1 test results.
- ◆ Standards in written work across the school.
- ◆ Self-evaluation of the school's performance.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since the last inspection. Significant improvements have been made in design and technology and especially in information technology, where the provision now meets statutory requirements and resources are very good. The school has very effectively increased the range and quantity of the book stock. In spite of the time constraints, the management and curriculum roles of the teachers have been developed and some improvements have been made to the school development plan. The headteacher is well supported by the staff and the governors and the school is in a good position to move forward and build on its strengths to further improve the quality of education provided.

## 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	B	well above average    A above average        B average                    C below average         D well below average    E
mathematics	A	A	A	B	
science	A	A	A	B	

Although only a relatively small number of pupils are assessed each year and results can fluctuate, the results over recent years at the end of Key Stage 2 have been consistently high. National performance data indicates that, over a four year period from 1996 to 1999, the Key Stage 2 results have been generally higher than the Key Stage 1 results. There is clear recognition that across the school standards in written work could be higher. Thus, these are two important areas concerning attainment for the school to address. Standards in handwriting are inconsistent across the school. The under-fives in the school are in line to meet the prescribed outcomes of learning for children of that age and some will exceed them. They attain particularly well in personal and social development. In accordance with statutory requirements, the results of the National Curriculum assessments at the end of Key Stage 2 for the year 2000 will not be reported as the number of pupils is less than 10. As the number in Year 6 is significantly less than 10, it is not possible to make firm judgements on attainment at the end of the key stage. Inspectors' judgements are that standards at the end of Key Stage 1, where there are more than 10 pupils, are good and above national averages in reading and sound and broadly in line with national averages in writing and mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school and have a lot of



	enthusiasm for what the school has to offer.
Behaviour, in and out of classrooms	Pupils behave very well in classrooms, in the playground and around school.
Personal development and relationships	Personal development is very good and this is supported by the very good relationships throughout the school.
Attendance	Levels of attendance are good and above national averages.

The positive attitudes, the very good levels of behaviour and the high quality of the relationships have a positive impact on the quality of learning.

## TEACHING AND LEARNING

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

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

The quality of teaching is at least satisfactory, very often good and sometimes very good. It was very good in 16 per cent of the lessons observed, good in 47 per cent and satisfactory in all of the remainder. The teaching benefits from the support of the classroom assistants and the good range of voluntary helpers and student placements. Within the classes and various groupings, teachers plan carefully to cater for the wide range of age and abilities. The good teaching of the older pupils brings about high standards at the end of Key Stage 2. Teachers are committed to raising standards. The skills of literacy are taught well, partly through the National Literacy Strategy, although the school recognises the need to further raise standards in writing. The National Numeracy Strategy is having a positive impact, especially in the teaching of mental skills. The needs of the pupils, including those with special educational needs, are generally met, although there is a need to target higher standards at the end of Key Stage 1. Pupils become engaged in their learning which benefits from the good quality of the relationships.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, often planned imaginatively and meets statutory requirements.
Provision for pupils with special educational needs	Although the pupils are well supported and generally make good progress, the work no longer benefits from the work of the ex-part time teacher who was the special educational needs co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes good provision for spiritual and cultural development and very good provision for moral and social development. These are all areas to which the school has a high commitment.
How well the school cares for its pupils	All the adults look after the children well and this care is basic to the school's caring, Christian ethos.

Within the curriculum there is recognition of the need to target progress in written work. The school takes good care of its pupils and is mindful of all aspects of their welfare.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing good, purposeful leadership with the strong support and commitment of the staff who work hard for the good of the pupils.
How well the governors fulfil their responsibilities	The governing body more than meets its statutory requirements and is very supportive of the headteacher and the school.
The school's evaluation of its performance	Although there is a good commitment to self-review and evaluation of its performance, time constraints have worked against these processes and they have only just begun.
The strategic use of resources	The school's spending decisions relate to priorities for improvement and benefit the pupils.

The school is effectively led and managed with an efficient governing body. There is a good level of resources for all areas of learning, especially English and information technology. The school manages its resources, including its accommodation, well. Financial resources are prudently managed, applying the principles of best value.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ The good progress made.</li> <li>◆ The standards of behaviour.</li> <li>◆ The homework provision.</li> <li>◆ Good teaching.</li> <li>◆ The approachability of the school.</li> <li>◆ The expectation that children will work hard and do their best.</li> <li>◆ The quality of the leadership.</li> <li>◆ The support given to help the children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Apart from a very small number of individual concerns, there were no areas suggested for improvement.</li> </ul>

Virtually all the views expressed, including those contained in a number of letters, were extremely supportive of the school; inspectors' judgements generally support parents' positive views. The school works well in partnership with parents and this is one of the school's many strengths.

## **PART B: COMMENTARY**

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

#### **The teaching brings about high standards at the end of Key Stage 2.**

Although the numbers in year groups are relatively small, evidence indicates that overall standards of attainment at the end of Key Stage 2 have improved since the previous inspection. At that time, standards were judged to be in line with national expectations and appropriate in relation to pupils' abilities in English and mathematics where inspectors noted that the older Key Stage 2 pupils achieved standards above national expectations in some aspects of the work. Standards in science were judged to be at least in line with national expectations with most pupils achieving beyond them.

The good quality of teaching seen towards the end of Key Stage 2 in this inspection is having a positive impact on the high levels of attainment across the three core subjects. This effective teaching is well planned and matched to pupils' needs. Lessons are well paced and stimulating and the pupils are well managed. Effective use is made of homework to practise and consolidate learning. The pupils respond to the expectation that they will work productively and at a good pace. They are interested, sustain concentration and thinking and learn for themselves. All these factors lead to good progress and ensure that pupils achieve well relative to their abilities.

In the most recent tests in 1999, standards in English, mathematics and science at the end of Key Stage 2 were very good and well above national averages. The results were above the averages for similar schools. The results in summer 2000 will not be reported as the number of pupils to be assessed is significantly less than 10. Because of this it is not appropriate to make firm judgements on standards of attainment of such a small group.

National performance data adds to the picture over a longer period and reflects the consistency of the high standards when considering the results from 1996 to 1999. Taking the four years together, the performance of pupils in English, mathematics and science was high in comparison with the national averages and exceeded them by a significant margin. This was particularly so in English.

Although cohorts can, and do, vary from year to year, especially given the relatively small numbers, the consistently high test results achieved at the end of Year 6 are so as a direct consequence of the quality of teaching which the older pupils of the school receive.

#### **The information technology provision has improved significantly since the last inspection.**

The previous inspection report indicated that standards in information technology at both key stages were below national expectations with pupils underachieving. This informed an issue which was to ensure that the work in information technology met the requirements of the National Curriculum. Since that time the school has made extensive and impressive advances in its resource provision for the teaching of information technology which now meets statutory requirements. Through the support of parents, the sponsorship of local business organisations and the use of the local education authority

and government grants, the school has made extensive purchases of new computers and software.

In its development of information technology, the school acknowledges the support it has received from members of the community, teachers' family members and, in particular, the expertise and knowledge provided by its administrative officer who has worked hard to build new systems. She has taken a leading role in improving both the confidence and the skills of the teaching staff through the provision of in-service training sessions.

Pupils are working confidently and routinely in information technology; for example, the very young children are able to manoeuvre the computer's mouse and choose and 'click on' icons when painting and drawing on screen. Throughout the school, pupils show growing skills and aptitude and are making good progress. The school has a good range of software and, through careful planning, teachers are successful in enabling pupils to use information technology across the curriculum; for example, in English, mathematics, geography and history.

The school is to be commended for the efforts it has made in extending its provision of computer work over the last few years and there is no sign of complacency. The headteacher and the staff are enthusiastic in their anticipation of future developments. Access to the Internet, currently limited to older pupils, is expected to be extended and made available to pupils throughout the school within the next 12 months. In addition, the school recognises the need to further extend its resources for the teaching of control and modelling work in information technology, enhancing the resource provision further.

### **Pupils have positive attitudes to learning and levels of behaviour are very good.**

Pupils enjoy coming to school and parents agree with this view. Lessons are interesting and pupils are enthusiastic about the challenges set for them. They generally settle quickly to tasks, show a good level of interest in their work and apply themselves well to their learning. This plays an important part in the progress they make. Pupils are confident; they are well able to express their views and they contribute to discussions with enthusiasm. Older pupils are keen to share their ideas and explain confidently, for example, why they prefer one poem to another.

Pupils respond well and listen carefully both to the teachers and each other. In lessons humour is often included, which is appreciated by the pupils. There is evidence of good rapport between teachers and pupils and this has a positive impact on teaching and learning. Children under five are eager to come to school and take up their tasks with confidence and enjoyment; for example, when using the computer, they are able to operate the mouse to draw and paint and show clear excitement in using the brushstrokes to colour their pictures.

Inspectors agree with parents' positive views about their children's behaviour at school. The pupils behave very well, both in class and around school. Their behaviour on the playground area is very good, they show a good awareness of, and consideration for, others. Pupils of all ages play and mix well together. Staff appreciate the letters they receive complimenting the way pupils behave when they are out in the community.

Pupils are well mannered, friendly and polite and relationships throughout the school are very good. They give good support and encouragement to each other. Older pupils are tolerant and protective of the younger ones. Pupils show good levels of co-operation in

group and class activities; for example, when making packed lunches, Year 5 and 6 pupils worked co-operatively making sensible comments and evaluations about each other's pizzas. The school is a caring, co-operative community where bullying is not an issue. **There is good provision for spiritual and cultural development and very good provision for moral and social development.**

The provision for pupils' spiritual development is good. Pupils join together for worship in assemblies where they listen to stories and are given time for reflection, for prayer and for joining together in singing songs of praise, which they clearly enjoy. They visit the local church and chapel; for example, to celebrate Easter, harvest festival and Christmas. The school has a caring, Christian ethos and is very successful in achieving one of its main aims, that of providing a safe, welcoming and friendly atmosphere for pupils' education.

The provision for pupils' cultural development is good. Pupils learn about their local heritage and of other times and places; for example, through their involvement in the production of a very attractive and informative Village Trail brochure. Each year the school holds a Book Week, when visits are made by local librarians and sometimes by an author. During European Awareness Week, each class chooses a country which they study in some depth. Pupils visit places of interest beyond their community; for example, when studying about Britain and the Second World War, they visit Eden Camp in North Yorkshire. Opportunities are given for pupils to listen to stories and explore the beliefs held by other faiths. Since the last inspection, the school has improved its provision of reference materials and artefacts dealing with other cultures and faiths, although it is aware of the need to consider widening pupils' experience and knowledge further through visits to places of worship.

The provision for moral and social development is very good. Although there are no written rules, pupils understand the differences between right and wrong. The school has established a 'house system' in which points and certificates are awarded for individual achievement. Pupils' behaviour is very good and they co-operate well with each other at work and play. They visit their local library and benefit from the input of visitors who are invited into school. Pupils are involved in a wide range of sporting activities with other schools; for example, in football, rounders and cricket. They are made aware of the lives and problems of people in the world beyond their own community and each year help in the support of the local children's hospice and contribute to a chosen charity. At Christmas time senior citizens and pre-school children from the local community are invited into school to share in the school's seasonal festivities and watch the pupils' plays and productions. Each year older pupils are involved in a week's residential visit, where they learn to live, work and play together in a community setting away from home.

### **There are excellent induction arrangements for children starting school.**

The excellent induction arrangements give children a very positive start to school life, enable them to settle quickly into full time schooling and have a positive impact on their personal and social development. The arrangements are further enhanced by effective links with parents through good communication.

Children start school on a full time basis at the beginning of the school year in which they reach five years of age. For two terms before they start, children attend school one afternoon a week, becoming familiar with the school environment, including the

classroom, the teacher and some of the routines. The Year 2 pupils join in the activities in the next class and the visiting children work and play alongside the other children who will make up the class when they arrive.

One such session was observed during the time of the inspection. The teacher, ably supported by the classroom assistant and voluntary helpers, provided a good range of practical and creative activities for the children who are clearly at ease and happy. They are beginning to establish effective relationships with both the other children and the adults. The good quality of the teaching has a significant impact on the progress being made. A consistent, caring approach and positive response from the adults, carefully nurtures the children's personal and social development which, understandably, is an area of good attainment and marked progress by the under-fives in the Reception year.

### **The school enjoys a very good partnership and effective links with parents.**

Parents' views indicate strong support for the school. Virtually all the views expressed, including those contained in a number of letters, were extremely supportive of the work done by the school. Parents have a clear view that this is a good, supportive school with a happy, family atmosphere. They find the school is approachable and works closely with them. Inspectors' judgements generally support parents' positive views. The school is appreciative of the support it receives from parents.

Parents are interested in the school and support their children well. This was demonstrated by both the good attendance at the meeting prior to the inspection and by the very high number of questionnaires returned. The school has done much to develop effective relationships with parents in order to involve them in the life of the school. Parental involvement has a good impact on both the pupils' learning and the work of the school. Parents successfully help in and around the school and are well deployed in the classrooms, making a positive contribution to the standards achieved. There is a thriving Friends' Association which organises a varied programme of social and fund-raising events. Parents successfully raise substantial sums of money for school funds. During the summer term a parent gives invaluable support by voluntarily helping to supervise the children at the swimming pool each week.

Good information about the school's daily life and events is available in the prospectus, governors' annual report and regular newsletters. Parents are always welcome to talk informally to staff at any time if they have any concerns regarding their children. There are also formal opportunities for them to meet with teachers to discuss their children's progress which the vast majority of parents attend.

Parents feel that the school places a strong emphasis on reading and are supportive of this. They are more than happy to listen to their children read at home and make regular comments in the home-school reading record book. The school seeks parents' views both formally and informally and listens to their comments and suggestions; for example, their views were sought about school uniform and the content of the home-school agreement. The school's partnership and effective links with parents have a positive effect on the quality of education provided.

### **The school has very good links with the local community.**

The school has been very successful in establishing very good links with the local village community. Parents and members of the governing body are encouraged to become involved in the life and work of the school. Some are regular visitors and they work well, supporting the teachers by assisting with small groups of pupils in classrooms or helping with library organisation. One group of governors recently helped with the much appreciated renovation to the fabric of the school by redecorating the staff room. A number of members of the community took the trouble to write to the inspectors in praise of the school.

The school has been very successful in establishing itself at the heart of the local community where it is both respected and valued. It has developed some excellent links with local businesses and firms who are now significantly involved in supporting the school and its work through financial donations and the provision of extra teaching and learning resources. The strong and active support of parents and the extensive sponsorship and advertising by local organisations has been instrumental in raising large amounts of money. This is gratefully acknowledged as having played a crucial part in supporting the school's staffing levels during a period of severe financial restraint.

Pupils explore their local area through their work in geography and history and recently used their skills in information technology to help in the preparation and publication, sponsored by local organisations, of an excellent booklet outlining a Village Trail. The school encourages its pupils to play an active part in the local community. Good links have been established with the scouts and the pre-school playgroup. Pupils visit the local church and chapel and, last Christmas, sang carols for senior citizens of the village.

## **WHAT COULD BE IMPROVED**

### **The Key Stage 1 test results.**

Standards at the end of Key Stage 1 were judged by the inspection team to be good and above national averages in reading and sound and in line with national averages in writing and mathematics. Standards in reading at Key Stage 1 are higher than in the previous report and standards in writing and mathematics are broadly similar.

With relatively small numbers of pupils in each year group, the overall ability of cohorts of particular year groups can, and sometimes does, fluctuate from year to year. Nevertheless national performance data makes it possible to consider standards over time. Taking the four years from 1996 to 1999 together, data shows the Key Stage 2 test results to be higher overall than the Key Stage 1 results over that period. At Key Stage 2 performance in English, mathematics and science was well above the national averages. Although reading at Key Stage 1 was well above the national average and mathematics was above the average, the performance in writing was broadly in line with the national average.

The data indicates that although the results are creditable, except in writing where there is a need to raise the number of pupils achieving the higher level 3, they are not as high as they are at Key Stage 2. The school needs to investigate and act upon the difference in results between the key stages. Although the time scale of a short inspection provided insufficient opportunity to offer firm conclusions, the work sampling undertaken evidenced

that progress was more marked towards the end of Key Stage 2 than it was towards the end of Key Stage 1.

In the teaching observed towards the end of Key Stage 2, the pupils respond to the high expectations of their capacity to work hard, where the pace of lessons takes learning forward and where high standards are carefully targeted. The quality of teaching has a positive impact on levels of attainment and progress being made; much of it preparing pupils for the next phase of education. Although the quality of teaching in English and mathematics at the end of Key Stage 1 is generally good, it needs to be as focused on raising standards as it is at the end of Key Stage 2.

### **Standards in written work across the school.**

Standards in reading and speaking and listening are good at both key stages and generally higher than they are in writing. In assessment results at the end of Key Stage 1, results are lower in writing than they are in reading and mathematics and there are clear perceptions in the school that standards in writing could be higher at Key Stage 2. This informs an important issue which the school is beginning to address concerned with raising standards in written work across the school.

Work scrutiny indicates that the school is beginning to extend opportunities for writing partly through discrete lessons on creative writing. Some good opportunities for writing were seen during the inspection; for example, Key Stage 1 pupils wrote interesting individual booklets on the steps involved in making a jelly, having done so on the previous day. These were illustrated with photographs taken with the school's digital camera. The work produced was of a good standard reflecting the demands made on the pupils to both work productively and to do their best. At Key Stage 2, in a design and technology lesson, older pupils, having created nutritious packed lunches, were enabled to consider each packed lunch and write fair and constructive comments about them. This was a sequel to the purposeful activity of pupils writing to their parents to seek help in providing foodstuffs.

The school recognises the need to continue to increase the opportunities for both extended writing, including the development of detail, and the scope of activities included in the literacy hour. More opportunities can be given to write for a wider variety of purposes and audiences and to develop writing across the foundation subjects, such as in geography and history. There are times when the higher attainers can benefit from more opportunities to make a personal response in writing rather than completing a worksheet. Standards of presentation and handwriting are inconsistent across the school and can benefit from clearer guidelines on the use of different types of pens and pencils.

During the inspection, examples were seen of staff having high expectations of what the pupils could achieve and pupils responding to these high expectations with good quality work. The raising of the profile of writing in the school, together with the identification of effective teaching strategies can help to raise standards so that they equal the other high standards which are being achieved.

### **Self-evaluation of the school's performance.**

Although the school has a very good commitment to self-review and evaluation of its



performance, time constraints have worked against these processes and they have only just begun. Although the headteacher's full time teaching commitment has made it difficult to develop self-evaluation, his recent involvement in a local education authority's self-review course has enabled a start to be made; this is a target for the future.

A start has been made to monitoring and analysing standards and this is informing some target setting. Strategies need to be developed to enable the school to adopt a proactive approach to review and development based on its commitment to improve the quality of education provided. Informal and formal discussions, self-review exercises, analysis of information, including national and local education authority performance data, can help in the development of a School Improvement Plan in which targets are set and action plans put in place.

Evidence suggests that the quality of teaching has improved since the last inspection. It has improved significantly in information technology and design and technology. The school understands the importance of its aspirations to benefit all the pupils with the best possible teaching. Focused monitoring of teaching and learning can provide targets for improvement. Monitoring and reviewing targets can serve to enhance teacher performance which can have a positive impact on pupils' attainment and progress. The school could seek the help of the local education authority in supporting planned improvements.

The staff work very hard for the good of the children. There is a shared will to build on the school's strengths and to progress further through a programme of review and development. These strategies can help the school to further raise standards and the quality of teaching and learning and make a good school even better.

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

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed. In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ target raising the Key Stage 1 test results and continue to target raising standards in written work across the school by:
  - *identifying and developing clear strategies for effective teaching;*
  - *more closely targeting outcomes of work to National Curriculum level descriptors;*
  - *raising expectations of what pupils can achieve;*
  - *continuing to develop the good quality support for pupils with special educational needs;*
  - *consistently providing more challenging work for the higher attainers;*
  - *involving parents and pupils by providing clear targets for improvement;*
  - *continuing to develop resources which support improvement.*
  
- ◆ develop self-evaluation of the school's curriculum and performance through:
  - *systematic monitoring and evaluation of teaching and learning;*
  - *the use of all available data to analyse pupil performance;*

- ongoing review of the schemes of work which guide the planning;
- the continuing review of pupils' performance to inform target setting;
- developing a clear time scale for the plans for improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	47	37	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)	63
Number of full-time pupils eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	12

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	4

## Attendance

### Authorised absence

	%
School data	3.6
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

In accordance with statutory requirements, the results of the National Curriculum assessments are not reported as the number of pupils in Year 2 was less than 10.

## Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	5	11	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	5
	Girls	11	11	11
	Total	14	16	16
Percentage of pupils at NC level 4 or above	School	88 (86)	100 (93)	100 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	5
	Girls	11	10	11
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	88 (79)	94 (93)	100 (100)
	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	0
Black – African heritage	0

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0

Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	56
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

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	21 : 1
Average class size	21

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	15

### **Financial information**

Financial year	1998/99
	£
Total income	137,920
Total expenditure	142,165
Expenditure per pupil	2,003
Balance brought forward from previous year	19,088
Balance carried forward to next year	14,843

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	62
Number of questionnaires returned	56

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	75	20	5	0	0
Behaviour in the school is good.	64	32	4	0	0
My child gets the right amount of work to do at home.	50	45	5	0	0
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	62	27	9	2	0

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

78	18	2	2	0
68	32	0	0	0
75	14	9	2	0
73	27	0	0	0
55	43	0	0	2
43	46	7	2	2