

INSPECTION REPORT

Bathwick St Mary VA C of E Primary School

Bath

LEA area: Bath and North East Somerset

Unique reference number: 109256

Headteacher: Mr Kevin Burnett

Reporting inspector: Mrs Deborah Zachary
2940

Dates of inspection: 27th-29th March 2000

Inspection number: 188774

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Darlington Rd
Bath

Postcode: BA2 6NN

Telephone number: 01225 465654

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Appropriate authority: The governing body

Name of chair of governors: Revd. David Prothero

Date of previous inspection: 17th June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bathwick St Mary VA C of E Primary School is of average size, with 233 pupils on roll. There are roughly equal numbers of boys and girls, and about 16 percent of the pupils are from ethnic minorities. Seven pupils speak English as an additional language. The range of attainment of pupils who enter the school is well above average and there are a below average number of pupils with special educational needs. There are few pupils eligible for free school meals, and a majority of the children come from comparatively advantaged economic backgrounds.

HOW GOOD THE SCHOOL IS

The school is very effective. It does have a very good intake but achieves some outstanding results by the time pupils leave at 11. The teachers create a caring yet intellectually challenging atmosphere, and the pupils enjoy their work. The new headteacher has made a good start and is involving everyone – parents, governors, staff and children in developing the school. The school gives good value for money.

What the school does well

- The pupils reach very high standards in English, mathematics and science by the time they leave the school, because the teachers give them demanding work that they enjoy.
- The pupils read, write and calculate very well by the end of Key Stage 1, because the school applies the Literacy and Numeracy Strategies very effectively and concentrates on these skills.
- The school provides outstanding specialist teaching in art and music, which enables the pupils to achieve excellent standards in these subjects.
- The school achieves a very positive ethos, very effectively encouraging pupils to care about each other, behave well and come to school expecting to work hard.

What could be improved

- The most able pupils do not make enough progress in Key Stage 1 in some subject skills – investigation in science, planning and evaluation in design and technology and enquiry in history and geography – because they are not taught higher level skills at the end of the key stage.
- Some of the progress the school has made with weaknesses from the last inspection has been too recent and so the improvements to punctuality and management are not yet fully established.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then standards in the core subjects, already high, have risen in line with national trends. The introduction of the Literacy and Numeracy hours has supported the steady rise. Teaching has significantly improved, mostly at Key Stage 2, and there are now outstanding features at both key stages. Although the school's improvement is satisfactory overall, it took better action on the issues concerning information technology, physical education and homework than on those concerning the role of the deputy head and punctuality. The way the school ensures cost

effectiveness has not yet improved, but the governing body has recently become more involved in the monitoring activities they need, to be able to review their decisions in terms of value for money. The school is on course to exceed its year 2000 targets for National Curriculum test results.

STANDARDS

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

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

Note: the grade A means that the school's performance is in the highest 5% of schools nationally.*

- Key Stage 1 National Curriculum test results were well above average in 1999 in writing and mathematics and very high in reading. The science assessments were also well above average.
- The results have improved at the same rate as those nationally at both key stages. The school set targets for the 1999 Key Stage 2 results and exceeded these. Its Year 2000 targets are appropriate.
- The work the inspection team saw in the school was at a similar standard to that shown by the test results. However, in Key Stage 1 science, the standards of knowledge and understanding were better than the standards of investigation. The standards seen in art and music were very high.
- Overall the pupils achieve well, with well above average standards on entry to the school but very high standards when they leave. Pupils with special educational needs make good progress, most achieving national average standards. The most able also do well overall, but underachieve at Key Stage 1 in some aspects of science, history, geography and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils expect to enjoy their work.
Behaviour, in and out of classrooms	Very good. No exclusions.
Personal development and relationships	Very good personal development - pupils show initiative and want to do well. Excellent relationships – pupils respect each other and adults.
Attendance	Well above average.

- The way pupils work together is a strength. They are courteous and very welcoming to

visitors.

- Significantly, the pupils' attitudes and overall approach were very good or outstanding in nearly half of the observations. Their attitudes and behaviour were good in almost all lessons observed and were never less than satisfactory.

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 teaching in the 18 lessons seen during the inspection was very good or excellent in 34 percent of them, and good or better in 67 percent. It was satisfactory or better in 95 percent and unsatisfactory in 5 percent.

- English is taught very well at Key Stage 2 and well at Key Stage 1 – literacy is very well taught overall.
- The teaching of mathematics seen was very good at Key Stage 2, and was satisfactory at Key Stage 1 – numeracy is very well taught overall.
- In the outstanding lessons a high proportion of the questioning checked the pupils' understanding, really making pupils think but also making them feel good about their learning.
- Where teaching was weaker the pupils were not sufficiently challenged by the questioning and time was wasted.
- Overall the school meets the needs of all pupils well. Their learning is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, well balanced at Key Stage 2 and in Reception. Satisfactory in Key Stage 1.
Provision for pupils with special educational needs	Teachers give good support and ensure they make good progress. Small group teaching seen was good.
Provision for pupils with English as an additional language	No separate provision made as no pupils are beginners in English. Bilingual pupils make similar progress to the others in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies, circle time and subject lessons very effective.
How well the school cares for its pupils	Well. Teachers are sensitive to pupils' self esteem. Playtimes are well supervised. Child protection is good.

The curriculum meets statutory requirements. At Key Stage 1 an unusually high amount of time is given to English, and comparatively little time to design and technology, history and geography. Schools currently do not have to teach the full programme in these subjects, but there is no whole school agreement on how progress in all aspects should be ensured.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Head has been in post less than a term but the signs are good. Other key staff are effective.
How well the governors fulfil their responsibilities	Governors are supportive and fulfil statutory responsibilities.
The school's evaluation of its performance	Satisfactory but improving. Good involvement from Head and Deputy. Governors' formal monitoring is not fully established. Some co-ordinators' monitoring lacks focus.
The strategic use of resources	Sound overall. Specialist teaching is very effective. Funding appropriately used.

The school buys products at the best value it can get. However, its longer term financial planning does not always include enough reflection and analysis of how better value might be achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards pupils reach and their progress • The pupils' behaviour – the school helps them to be mature • The good teaching – the school expects hard work • The school is approachable • The school is well led 	<ul style="list-style-type: none"> • Some aspects of the information given to parents, and the way they are involved • Extra-curricular activities

The inspection team agreed with the strengths the parents mentioned. They found that the school wants to involve parents more and is taking appropriate steps to do so. They found that the range of extra curricular activities is satisfactory, but all activities are for pupils in Key Stage 2.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils reach very high standards in English, mathematics and science by the time they leave the school, because the teachers give them demanding work that they enjoy.

1. In 1999, every pupil in Year 6 reached the national expectation of level 4 in the English National Curriculum tests. Over half reached the extended level 5, putting the school in the top five percent of schools in the country overall. Standards are similar this year. The Year 6 pupils have produced an anthology of ghost stories, for example, in which they confidently write in paragraphs using complex sentences and accurate grammar. They are encouraged to improve even in this sort of high level work by the teacher's detailed marking, for example "I enjoyed reading your story (name) – it was full of suspense and very spooky! You used some really good descriptions; I especially liked ... I thought it was a very good plot but I did think it ended a bit abruptly...you need to..." This sort of individual feedback tells the pupil exactly how to improve and values what they have done. In some outstanding teaching of Year 6 a high proportion of the questioning checked the pupils' understanding – "explain what that means" ... "give me an example". The teacher's strong subject knowledge, confidence and great clarity captivated pupils, who showed great excitement and eagerness to contribute to the learning about journalistic writing styles.
2. English is also taught very well elsewhere in the key stage. The specialist teacher teaches both Year 5 and 6, whilst other pupils are taught by their class teachers. A feature of the Year 4 lesson seen during the inspection was the way the context of the lesson was chosen to stimulate the interest of the class. They were structuring a discussion of whether crisps should be allowed in school and learning about using bullet points. The interest of the debate helped to hold the attention even of pupils with a limited concentration span, and the teacher again asked probing questions, ensuring, for example, that less able pupils understood the use of 'on the other hand'. Good questioning was also a feature of a Year 3 lesson about compound words. The teacher took every opportunity to reinforce previous learning – for example using a capital letter for 'Sunday' – as well as ensuring a continuous challenge in the new work. The pupils responded by expecting the most of themselves – one suggested that prompt words be rubbed off the board so they had to think harder.
3. All the Year 6 pupils reached at least level 4 in the 1999 mathematics and science tests, as well as the English. In science, nearly 60 percent reached level 5 whilst in mathematics 38 percent reached the higher level. As the mathematics was not quite as good, the inspectors looked carefully at the subject to see whether the most able pupils are being challenged sufficiently, and found that they are. A specialist teacher teaches both Year 5 and Year 6, and her focus on teaching mathematics strategies – such as 'what am I being asked?'...'what information can I use?' ...'what mathematical operation shall I use?'.....'are my results sensible?' – is helping pupils to think as mathematicians, not just answer individual questions. This means that when they meet new areas of mathematics they can apply skills they have learned elsewhere. After a very brief introduction, some of the Year 5 pupils were able to calculate the answers to mental arithmetic problems such as 'what is 8 percent of £20?' with outstanding fluency, answering up to ten problems in a minute. The teacher's demand for pace, and use of a timer, brought out the best in the pupils, with even the less able responding and enjoying the challenge.

4. In a Year 6 science lesson the pupils showed enormous interest in a series of short practical tasks to do with floating objects. The teacher had a very clear idea what new learning she wanted and had prepared key questions for the groups to think about. As well as the focussed practical tasks she also gave the groups a final timed challenge – to make the ball of plasticine float. This task, very hard to achieve without realising that the plasticine has to be shaped to displace the maximum amount of water and hence achieve the maximum upthrust, led to frenetic activity. It was only, in fact, completed after the teacher had run through results of the previous activities, at which point some groups had sudden revelations. The enjoyment and interest generated by the tasks were then harnessed in the following research session. During this, some of the more able pupils used an internet site designed for secondary school pupils to get answers to further questions.

The pupils read, write and calculate very well by the end of Key Stage 1, because the school applies the Literacy and Numeracy Strategies very effectively and concentrates on these skills.

5. The 1999 National Curriculum test results were very high for reading and well above average for writing and mathematics. The results showed very high numbers of pupils reaching level 3 – a higher level than normally expected for this age – in reading (60 percent) and writing (40 percent). Although the school does have a very good intake, these figures are still impressive, and compare well to similar schools. One of the reasons that the school does so well in English at Key Stage 1 is that it devotes a comparatively high amount of time to it, about one third of pupils' time, and more than that committed by many schools. However, time alone would not achieve these results and the team saw evidence of good teaching of literacy as well. The structure of the Literacy Hour is well applied, with teachers confidently handling the plenary and groupwork sessions.
6. Additional teachers are used to split classes and reduce their size. This means that in Year 2, for example, the lower attainers can be taught separately and given plenty of individual support. In the lesson seen during the inspection the focus was on adjectives and similes. The teacher very skilfully blended a demand for good discipline – such as requiring hands up for answers – with a great sensitivity to individual pupils' needs. When one pupil made a very minor error and dissolved into tears the teacher immediately calmed her and asked her to come out and point to a picture showing a 'rough sea' – an easy yet related task – praising her for getting it correct. The majority of pupils showed they were attaining at least average standards in their choice of vocabulary for writing, being able to suggest a variety of perceptive words and similes to describe a quiet sea.
7. The work of the more able pupils in Year 2 shows they have also been well taught. They use vocabulary and structure their descriptive writing with some astonishing results for their age. A story beginning from one pupil, for example, shows a choice of words and sentence structure more typical of a child several years older: "It was early summer, with a warm breeze whistling through the trees." Their work shows that the teacher is able to combine the crucial focus on basic skills of spelling and punctuation with a real challenge to write effectively and imaginatively. The work is well marked and gives good feedback to pupils on their strengths and weaknesses. The Year 2 work builds on very good teaching of literacy in the Year 1 class, with very good classroom organisation and excellent use of praise. An ethos of hard work is engendered here and

in the reception class – where two pupils spent a significant time working on writing birthday invitations to each other in the writing area.

8. Additional teachers are also used to good effect to support classes for numeracy. In the Year 1 lesson seen the mental mathematics session and whole class introduction was followed by groupwork, as the Numeracy Strategy suggests. The presence of two teachers meant that more groups could have closely focussed teaching. The Year 2 lesson seen followed the same pattern, with well pitched different tasks for the most able and the middle attainers. The teacher skilfully drew out ideas for patterns from the more able children whilst keeping an eye to see that the middle attainers were making progress. By the end of the key stage the pupils are well on the way to understanding multiplication – they count confidently in 10s, and many can count forwards and backwards in 3s. The more able find number patterns in a ten by ten number square, organising their work and explaining their thinking.

The school provides outstanding specialist teaching in art and music, which enables the pupils to achieve excellent standards in these subjects.

9. A visitor to the school is immediately struck by the quality of the artwork displayed on the walls throughout the school. A specialist teacher teaches the majority of the classes for the subject, and the displays accurately reflect the work of the full range of pupils, not just the most able. In the Year 3 lesson seen during the inspection, the pupils were introduced to the work of Kandinsky as an example of the way an artist can show movement in a drawing or painting. The teacher not only showed excellent knowledge and understanding of the subject, which enabled her to see quickly how individuals could improve what they were doing, but also planned and structured her lesson exceptionally well. She had clearly identified objectives and allowed different ability pupils different levels of support for their technical drawing skills. Her way of putting suggestions – ‘are you happy with that?’ or ‘How can you...?’ – really made pupils think without them feeling threatened and without putting her own ideas into their pictures. The result was work of a very high technical and imaginative quality – some vibrant, uncluttered, individual pictures, more typical of a Year 6 class in many schools.
10. Music is also taught by specialists and the Year 2 lesson seen was also of outstanding quality, for many of the same reasons. Again the teacher’s own understanding and creativity were channelled into challenging activities for the pupils by careful planning and organisation. A wonderful introduction to the lesson in which the pupils were actively involved in trying to spot the rhythm pattern of a piece of music drew an instant response from them. Throughout the lesson, carried out at a brisk pace, the teacher supported individuals, making them feel good about their learning. The Year 2 pupils had already achieved what is expected nationally by the end of Key Stage 1, and many are working at levels well in advance of this. For example they show understanding of vocabulary such as ‘crescendo’ and ‘fortissimo’, and the effect volume and rhythm variations have. The teacher demanded high quality singing in the lesson, and her demands were met by the pupils. The school choir and the quality of the singing in school assemblies showed that this level of performance is typical in the school. The choir’s tuneful expression and harmonies demonstrated the sort of standards that have seen them win first place in the Mid Somerset Festival for the last five years.

The school achieves a very positive ethos, very effectively encouraging pupils to care about each other, behave well and come to school expecting to work hard.

11. The pupils in the school are very well behaved and have very good attitudes to their learning. They work together well and support each other. They are courteous and very welcoming to visitors. Their attitudes and behaviour were good in almost all lessons observed and were never less than satisfactory. Significantly the pupils' attitudes and overall approach were very good or outstanding in nearly half of the observations. The school achieves this sort of atmosphere through a variety of strategies. Teachers have a consistent approach to discipline, teaching classroom routines early and sticking to them. They show the pupils that all contributions are valued, and less able are supported as well as more able challenged. Assemblies both demonstrate and reinforce the school's strengths. In an assembly about special things and families, the Headteacher showed exceptional 'story-telling' talent, gripping the attention of pupils widely ranging in age. Both spiritual development and social development were well supported by the well chosen bible story of the lost sheep.

12. Social development is also promoted very well by the way teachers ensure pupils work together. They encourage boys and girls to sit together, and encourage discussion as a way of learning. As a result pupils throughout the school are very confident speakers and listeners, expressing ideas with fluency. The recent initiative of 'playground friends' gives Year 6 pupils the opportunity to demonstrate their initiative as well as their care for younger pupils. Pupils of a variety of ages play together as a matter of course. Playtimes are well supervised and both teaching and support staff demonstrate their care for individuals throughout the day.

13. Study skills are taught explicitly in the classroom and this reinforces the expectation that pupils should take responsibility for reaching high standards. In a Year 4 'circle time' pupils were helped to identify what sort of things distract them from working and were very effectively helped to suggest strategies for improving their own concentration. The pupils enjoyed this reflective work so much that there was a clearly audible 'Oh' of disappointment when the session ended.

14. Significantly, all the parents who responded to the questionnaire felt that the school helps their children to be mature, that it expects hard work and that behaviour is good. Almost all felt their children are happy at school, and the enjoyment evident in so many lessons was particularly noteworthy during the inspection. The school succeeds in demanding very high standards in such a way that pupils enjoy their work and feel cared for, yet are enabled to show initiative and individuality.

WHAT COULD BE IMPROVED

The most able pupils do not make enough progress in Key Stage 1 in some subject skills – investigation in science, planning and evaluation in design and technology and enquiry in history and geography – because they are not taught higher level skills at the end of the key stage.

15. The most able pupils in Key Stage 1 reach high standards – National Curriculum level 3 – in mathematics and English. They also reach this high level in science understanding and in their factual knowledge of history and geography. They make well finished products in their design and technology, showing, for example, that they can join wood edges to make picture frames. However, other aspects of these subjects – investigation, enquiry and design - are not as well developed by the end of the key stage. The pupils reach reasonable standards in these other aspects in Year 1, but do

not build sufficiently on what they have done in Year 2.

16. In science, able pupils are starting to be introduced to the idea that a test must be fair in some of their work in Year 1. In Year 2, however, opportunities to develop that understanding through carrying out a fair test are missed. In work identifying what animals or plants are found in different habitats, for example, pupils' work showed they are developing a good knowledge of different sorts of animals and plants. However the opportunity to make the search more scientific by, say restricting the area being studied to a square metre in each habitat, was missed. In addition, pupils tend to follow a format for recording and make measurements suggested by the teacher rather than working more independently.
17. In history and geography, again, the pupils' knowledge is secure. In geography, for example, pupils contrast living in St Ives with living in Bath. In history they can recall some key personalities from "Society" life in Bath and learn some reasons why Brighton became more fashionable in the Nineteenth century. However, they are weaker when it comes to thinking independently about explanations or reasons for differences in periods or locations. In the history lesson observed, all pupils completed the same worksheet, and this did not fully challenge the more able who could have raised their own questions and made their own discoveries from the picture sources also being used. In design and technology the pupils' final products are all very similar, and there is no evidence of them generating original ideas or making their own individual plans.
18. In common with other schools Bathwick cut its time for the foundation subjects, which include history, geography and design and technology, when it introduced the Literacy Hour. It now spends limited time on history, geography and design and technology at Key Stage 1, and a low time on science compared to other schools. When time was cut there was no whole-school agreement of what aspects of the subjects should be omitted and what continued, so progress was not ensured. At the moment the story sessions at the end of the day can be very long, and the time is not always productively used, so there is time available should the school wish to make changes.
19. The co-ordinators have had some time to monitor lessons in the school but monitoring has been very open, not focussed enough on the skills of teaching the essence of the subject being monitored. As a result teachers' weaknesses in understanding of these particular aspects of the subject have not been identified. The school has already planned to develop more focussed monitoring of lessons.

Some of the progress the school has made with weaknesses from the last inspection has been too recent and so the improvements to punctuality and management are not yet fully established.

20. One of the key issues from the last inspection was pupils' punctuality. The school addressed this by sending out letters to parents and following up lateness when it occurred. The punctuality has improved – on the Tuesday of the inspection only about 5 percent of pupils were late, and most of these arrived within 15 minutes of the bell for the start of school. However, the traffic in the lane outside the school was seriously congested as parents all attempted to drop their children in a 10 minute window, between 8.40 and 8.50. Understandably, they do not want to arrive before the gate is opened, currently at 8.40. The opening of the gate at 8.40 is a very recent pilot scheme and is having an effect. Prior to this scheme, opening was five minutes later, and parents feel this was a significant reason for pupils' lateness. The gate was not a factor addressed by the school until now, nor was it a factor mentioned in the school's action

plan after the inspection.

21. Another key issue was that the deputy head was not sufficiently involved in whole-school management. The post-inspection action plan did not identify sufficiently pragmatic actions to be effective. On another issue, concerned with standards in information technology, for example, the plan states “revise and update scheme of work to provide coherent progression” and later “increase opportunities for data handling” – specific actions that can be measured. On this issue each action in the plan starts with “review..”, such as “review job descriptions and their executions.” Insufficient change resulted from the reviews, and the deputy head has only taken up a sufficient whole school management role this term. The governors welcome the new management systems, but were not sufficiently pro-active in ensuring the school addressed the key issue earlier.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should carry out the following actions in order to raise standards and improve provision still further.

1. Improve the progress of the higher attaining pupils in Key Stage 1 in science investigation, design and technology planning and evaluation, and enquiry in geography and history, by:
 - raising teachers' expectations and the challenge of the work pupils are given;
 - improving teachers' understanding of the nature of these subject specific skills;
 - considering spending more time on these subject areas, taking the forthcoming changes to the National Curriculum into account;
 - monitoring the effect of the school's actions and taking further action if needed.
2. Complete the planned improvements concerning the start of the school day and the role of the deputy head, including the monitoring of the results by governors.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	17	33	28	5	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)	233
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	1
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	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	17	18	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	18	18	17
	Total	34	33	33
Percentage of pupils at NC level 2 or above	School	97 (94)	94 (91)	94 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	18	18	18
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (89)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	15	15	15
	Total	34	34	34
Percentage of pupils at NC level 4 or above	School	100 (97)	100 (89)	100 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	14	15	15
	Total	32	33	34
Percentage of pupils at NC level 4 or above	School	94 (94)	97 (94)	100 (97)
	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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	31

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)	10.6
Number of pupils per qualified teacher	22.2
Average class size	33.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	51

Financial information

Financial year	1998-9
	£
Total income	404657
Total expenditure	403645
Expenditure per pupil	1682
Balance brought forward from previous year	44814
Balance carried forward to next year	45826

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	233
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	4	1	0
My child is making good progress in school.	64	34	2	0	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	42	51	8	0	0
The teaching is good.	64	33	3	0	0
I am kept well informed about how my child is getting on.	34	56	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	33	2	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	34	47	15	2	2
The school is well led and managed.	53	42	1	0	3
The school is helping my child become mature and responsible.	54	46	0	0	0
The school provides an interesting range of activities outside lessons.	17	45	22	9	7

Other issues raised by parents

- Many positive comments about the school and a variety of individual issues were raised by parents on questionnaires.
- The reservations about the school working with parents were to do with whether the school always listens, and that school is not always proactive enough in contacting parents.