

INSPECTION REPORT

POLLYPLATT PRIMARY SCHOOL

Scampton

LEA area: Lincolnshire

Unique reference number: 120472

Headteacher: Mr David Glover

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 8th – 9th June 2000

Inspection number: 189236

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 years

Gender of pupils: Mixed

School address: School Lane
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Postcode: LN1 2TP

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Appropriate authority: Governing Body

Name of chair of governors: Mr R Boatman

Date of previous inspection: July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school takes pupils from 4 to 11 years old and is maintained by the Lincolnshire Local Education Authority. It serves the non-operational Scampton RAF base near Lincoln, and occupies a spacious building on the edge of the base. The frequent postings of RAF personnel mean that there is high mobility of pupils. Most stay for less than two years, and very few have ever stayed from Year 1 to Year 6.

At the time of the inspection there were 114 pupils on roll in 4 classes. Most pupils start school with standards of attainment above those usually expected. Four per cent of the pupils are eligible for free school meals, which is well below the national average. Twenty per cent of the pupils are on the Special Needs Register, which is in line with the national average. There is no pupil for whom English is an additional language.

HOW GOOD THE SCHOOL IS

The school offers a high standard of care where pupils are valued as individuals. The leadership of the school has ensured that it copes very well with its very transient population of pupils, and has created a very positive and supportive ethos where pupils develop self-confidence and self-discipline. The quality of teaching is good, and teachers work hard to provide a very worthwhile experience for pupils during their relatively short stay in the school. Standards have been very high over the years at the end of Key Stage 2, but have not been high enough at the end of Key Stage 1. The school's positive ethos and supportive framework of relationships have ensured very good attitudes and behaviour. The school receives an average income and provides good value for money.

What the school does well

- There is some good teaching across the school.
- Pupils' behaviour and attitudes are very good, and they respond well to the school's valuing ethos and its good provision for personal development.
- The school is very successful in helping its many new pupils to settle quickly.
- There are high standards in the speaking and listening elements of English.

What could be improved

- Standards of attainment need to be improved by the end of Key Stage 1.
- Standards of writing need to be improved across the school.
- The school needs to be more rigorous in monitoring and evaluating its provision, and in ensuring that progress is consistent across the school.

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

The school's strengths outweigh those areas needing improvement. The school is very well placed to continue its generally good quality provision with a more rigorous approach to the curriculum.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Since then, pupils' attitudes and behaviour have improved, and the quality of teaching has remained good. Standards of attainment have improved at Key Stage 2, although they are not so high this year as previously. Standards at Key Stage 1 have remained generally below average. There has only been slow progress in some of the key issues raised: standards have risen in information technology and music, but the schemes of work do not all make clear what is to be taught to each year group, assessment is not yet used consistently to plan teaching and learning, and the targets on the school's development plan are not all sufficiently precise.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	C	A*	A
mathematics	A	A*	A	B
science	A*	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 1999, standards were in the top 5 per cent of schools in English, and well above the national average in mathematics and science. Standards in English and science were well above the average for similar schools, and in maths above similar schools. This continued a four year trend of well above average standards at Key Stage 2, although standards at Key Stage 1 have been below average during that time. Standards of this year's Year 6 pupils are not as high as in previous years. This is partly caused by the normal fluctuations expected with small groups of children, and partly by the changing nature of the RAF Station. Standards at Key Stage 1 have been consistently too low for several years because teaching has not focused sufficiently on the precise requirements of the National Curriculum. Standards in writing are lower than other aspects of English across the school, but standards in speaking and listening are high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They listen attentively and sustain their concentration well in lessons. They are keen to take part in the activities the school provides.
Behaviour, in and out of classrooms	Behaviour is very good, both in class and around the school. There are high expectations of behaviour, and the pupils respond very well to these.
Personal development and relationships	Relationships are very good across the school. Teachers set very good examples, and pupils have learned to respect and value other people.

Attendance	The rate of attendance is above the national average.
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TEACHING AND LEARNING

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

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.

In the school as a whole, teaching and learning were good or better in 60 per cent of lessons and very good in 20 per cent. No teaching was unsatisfactory. This is a strong profile. Teaching at Key Stage 2 is strongest at the top of the key stage. Teachers have very good relationships with their pupils, and these relationships help to develop the pupils' very good attitudes and behaviour. Teachers are very caring and concerned for each individual, and the pupils respond very well to this. Teachers work very hard to enable their pupils to cope so successfully with their frequent changes of school. They use a good range of teaching strategies, and involve pupils in a wide range of learning experiences. These, together with the teachers' clear explanations, promote effective learning. Teaching now needs to build more on the precise requirements of the National Curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum with many rich first-hand experiences. However, the curriculum has not been planned sufficiently sharply to ensure consistent progression and a consistently high level of challenge.
Provision for pupils with special educational needs	The school makes appropriate provision for these pupils and the Code of Practice is implemented. The targets on some of the individual education plans need to be more precise.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development through its informal arrangements and very good structure of relationships. Pupils are valued as individuals and encouraged to develop socially and spiritually.
How well the school cares for its pupils	The school provides a very caring ethos where pupils are very well supported. The arrangements for child protection and ensuring health and safety need to be more secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a very good tone for relationships and behaviour throughout the school. The system of subject managers has only just been set up and now needs to take a more pro-active approach to monitoring and supporting work in classrooms.
How well the governors fulfil their responsibilities	The governors exercise a good overview of the school and generally take an active interest in its work.
The school's evaluation of its performance	The school has not been rigorous in evaluating its performance. It has not kept pupil records that would enable effective tracking of their progress or an evaluation of the school's provision. There has not been systematic monitoring of teaching or learning.
The strategic use of resources	Financial planning is difficult in a school where pupil numbers fluctuate so rapidly, but the principles of best value are applied and resources used generally effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Children make good progress • Behaviour is good • The quality of teaching is good • The school is open and approachable • Children are expected to work hard at school 	<ul style="list-style-type: none"> • Some parents would like the provision of homework to be more consistent

Parents were very supportive of the school in the questionnaire and in their comments. The inspection endorses their feelings in all respects, except that progress has not always been good at Key Stage 1. Although some parents would like to see homework set more consistently, not all the work presently set is completed. The provision of more curriculum information would enable parents to play a more active role in their children's learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is some good teaching across the school

1. In the school as a whole, over half of the teaching is good or better, and an eighth is very good. No teaching is unsatisfactory. This is a positive profile. Teaching is good overall in the Reception Class and at Key Stage 1, and is satisfactory overall at Key Stage 2 where it is strongest at the top of the key stage.
2. Across the school, teachers have very good relationships with their pupils, and really value the pupils' responses to questions, even when they are wrong. This approach is very successful because it means that pupils are not afraid to try to explain themselves or make suggestions. The good relationships keep pupils interested in their work and keen to please their teachers. They also allow the many new pupils to settle quickly and without anxiety.
3. The good teaching in the Reception Class results from the very good relationships and the rich learning environment that has been created. There is a high level of challenge for these young pupils, and they respond to it well. For example, in one good literacy lesson based on the book "Not now, Bernard", pupils were expected to sequence events from the story. The work was carefully graded to different levels of attainment with some sequencing pictures and others sequencing sentences and adding words of their own. In a very good physical education lesson, some very clear expectations from the teacher encouraged children to a high level of attainment. They were able to put together good sequences of movements and to start and finish movements in a very controlled way.
4. The good, and very good, teaching in the Year 1/2 class results from the very clever use of questioning that makes the pupils really think about their work. There are also some very good teaching techniques that retain pupils' interest and keep them involved in the work. For example, in a mathematics lesson, pupils were asked to consider which 3-dimensional shapes would be suitable for use as dice. When one girl suggested that the sphere would not be suitable, the teacher did not immediately accept the answer but asked her to explain why. Her attempts to do so enabled him to intervene very successfully to extend her knowledge and to deepen her mathematical concept of shapes. It also served to extend her speaking skills. There was a great deal of patience in this approach, but also perceptive understanding of children's thought processes, that brought rich rewards in terms of learning. Because the pupils know that the teacher always goes further with his questions, they have learned that it is not worth just guessing at answers. This is very effective in promoting thinking and understanding, and also keeps pupils engaged in the lesson.
5. Across the school, lessons are well prepared with appropriate learning materials and pupils are involved in a good range of first-hand experiences. There are some very clear explanations that help pupils to understand concepts as well as learn facts. For instance, in a Year 3 mathematics group, the teacher was very clear in her explanations of number patterns so that the pupils were able to understand the concept of 'multiples' and to apply this to their number squares. There is some good questioning of pupils with open-ended questions that promote thought, deepen concepts and extend speaking skills. Some questioning, particularly at Key Stage 2, is more closed, requiring only one-word answers. This is not so successful in

developing understanding.

6. Although teaching is always at least satisfactory and often good, lessons are not always sufficiently focused on the requirements of the National Curriculum to promote the highest attainment. This is the main reason why standards have not been higher at the end of Key Stage 1, but applies equally to Key Stage 2, where almost all of the high attaining pupils in the past have received most of their education in other schools. Although many lessons have clear learning objectives, these are seldom linked to the precise requirements of the National Curriculum in ways that build specifically on what pupils have already learned. Some work has been carried out on assessing pupils' attainment in terms of National Curriculum levels, but teachers are not yet sufficiently clear on the expectations of each level to incorporate these into their everyday teaching.
7. There are some good techniques in the Year 1/2 class to focus work on the differing needs of the two year groups. This is accomplished at Key Stage 2 by splitting the year groups for literacy and numeracy, but in other lessons, appropriate distinctions are not always made between the differing levels of the two age groups. Unless expectations are appropriately high, progress will not be as quick as it should be.
8. In their good relationships and caring approach, the teachers provide a very good model to the pupils in how to respect others and consider their needs. Pupils respond well to this model and apply it to their own relationships and behaviour.

Pupils' behaviour and attitudes are very good, and they respond well to the school's valuing ethos and its good provision for personal development

9. Pupils' behaviour is very good across the school, both in and out of classrooms. This very good behaviour results from the quality of relationships and the high expectations. In class, pupils listen attentively to their teachers and to their fellow pupils. They apply themselves promptly to their work and handle equipment sensibly. Behaviour is very good in the playground where there is a very pleasant atmosphere of sharing and co-operation. Pupils move around the school in a very orderly fashion, and have a good sense of ownership and responsibility for it. Pupils behave very well in assemblies; for instance, waiting patiently and quietly for the last class to arrive.
10. Like the behaviour, the very good attitudes result from the quality of relationships which mean that pupils are keen to please their teachers. Pupils take an interest in their work and are keen to take part in activities. They work well independently and sustain their concentration well. Pupils' good sense of responsibility was well illustrated by two young pupils working unsupervised in the corridor; they sustained their concentration on the activity, took turns politely, and were careful to comply exactly with their instructions.
11. Pupils respond well to the school's good informal provision for personal development. This is provided within the caring ethos and the structure of relationships which give pupils the security to develop. Pupils are valued as individuals and their responses and answers to questions are always listened carefully to by their teachers, even when the answers might be wrong. This valuing approach encourages the pupils to participate in discussions and put their point of view forward. It also sets the good model referred to above, so that pupils are prepared to listen attentively and respond appropriately to each other. For example, Year 5 and 6 pupils were able to work well

in small groups, taking the parts of a Second World War bombing victim and a reporter to explore the realities of living in this period. This required listening carefully to what other pupils were saying and varying the response accordingly.

The school is successful in helping its many new pupils to settle quickly

12. The school serves a RAF base where personnel and their families are frequently posted in and out. The change of status to a non-operational base has actually increased the frequency with which pupils come and go, as some families stay a very short time waiting to be posted elsewhere. During the last school year, 26 pupils joined the school and 31 left out of a total of 115 pupils. Very few pupils stay longer than two years and none of the present Year 6 pupils was in the Key Stage 1 class.
13. The frequent moves are not necessarily detrimental to pupils' attainment and progress. For the last four years, the school's standards of attainment in national tests for eleven-year-olds have been well above the national average, even though all of the pupils had been to many different schools.
14. Part of the reason for this is that the school has very good informal arrangements for ensuring that pupils are quickly absorbed into the school community and soon feel at home. This enables them to feel secure and to be able to do their best. It is the caring ethos of the school and its supportive structure of relationships that enables the pupils to settle so quickly. Pupils are friendly and caring, and go out of their way to ensure that newcomers are welcomed and included in games. One pupil recalled that, "Everyone was very friendly when I first came and I soon made friends". Another remembered that, "I met Stephen as soon as I came, and he made sure that I joined in everything".
15. Teachers are skilled in helping pupils to settle and they take good account of pupils' personal needs, but the school has not always ensured that curriculum information has been collected from previous schools and used to track progress through the school. Without this information it is difficult to ensure that the work set is always appropriate. The school is developing a profile record for new pupils arriving at the school. It is important that this records only the essential information that will allow teaching to build effectively on what has already been learned.

There are high standards in the speaking and listening elements of English

16. Standards in speaking and listening are high across the school. Even very young children listen attentively and take account of what is being said. For example, children in the Reception Class had listened well to the school nurse talking to them about dental hygiene and were able to give a very detailed account of the talk. One five-year-old was able to talk with confidence about the painting style of the artist Jackson Pollock! Across the school, pupils listen with respect to their teachers and to fellow pupils.
17. Many pupils are very articulate in their speaking, and express themselves very well. For example, a Year 2 pupil was able to give a very complex, but clear, explanation of how she would ensure that she did not count the same face twice when counting the number of faces on a hexagonal prism. There were fewer occasions in Key Stage 2 lessons when pupils were called upon to give extended or more complex

explanations or presentations that would extend their skills. In their general conversation, most pupils are thoughtful and express themselves clearly and with confidence.

18. The good standards of speaking and listening also serve to strengthen learning and deepen understanding. The pupils' questioning approach to lessons extends their knowledge and understanding. This was well illustrated by some Year 1 pupils who, when told that seeds are to be found in fruits, questioned whether they were not also found in flowers: "What about dandelions?" they wanted to know.

WHAT COULD BE IMPROVED

Standards of attainment need to be improved by the end of Key Stage 1

19. The school's scores in national tests for seven-year-olds in 1999 were below the national average in reading, and well below average in mathematics. Scores in all three were well below the average for similar schools. This continued a four year trend of below average scores. Standards have improved significantly this year in mathematics where they are now above average, but standards in reading and writing remain below average.
20. The school's scores in national tests for eleven-year-olds have been well above average in English, mathematics and science over the last four years. This year, standards are much lower, but still in line with the national average. This particular year group has made appropriate, rather than good, progress during their Key Stage 2 experiences, not all of which were in this school.
21. The relatively low scores at Key Stage 1 are not associated with unsatisfactory teaching, because the teaching is good and sometimes very good. It results from the failure to focus sharply enough on the precise requirements of the National Curriculum. This is also true of Key Stage 2.
22. The section on teaching has already referred to the fact that there are often clear targets for lessons, but that these are not sufficiently related to National Curriculum requirements. For example, a Year 2 science lesson involved the pupils in some good first-hand experiences that extended well their knowledge of how plants grow, but did not focus on the requirements sufficiently to push the pupils to Level 3, which many pupils are expected to reach by this age. A Year 5/6 history lesson involved pupils well in understanding the situation of Londoners during the Blitz, but did not focus on the Level 4 history requirement of pupils understanding changes within and between historical periods, and did not push pupils to the higher level of giving explanations for those changes.
23. The school's planning does not make sufficiently clear the levels to be expected of each year group, and this allows progress to be inconsistent. It also allows the focus of individual lessons to be too vague at times. Although the school is now collecting assessment information, this is not always in the form of attainment in terms of National Curriculum objectives that would allow the information to be used formatively to plan what should be taught next.
24. In the planning of the timetable, some large amounts of time are allocated to activities where the learning objectives could be accomplished more rapidly. There are

occasions where the planning is more in terms of the activities that the pupils will do, rather than what they will learn.

Standards of writing need to be improved across the school

25. The school's scores in national tests in writing for seven-year-olds in 1999 were below the national average, and well below the average for similar schools. This continued a four year trend of below average standards. Standards have not improved this year, with too few pupils attaining the higher grades within the expected Level 2 standard, and none achieving beyond that. Standards in English at Key Stage 2 have been well above average over the last four years, but standards of writing have been below those of reading. This year's Key Stage 2 standards of writing are much lower, with too few attaining the expected Level 4, and very few attaining beyond that.
26. At Key Stage 1, standards are low in terms of spelling and punctuation, as well as in the ability to express ideas clearly and extend them logically. At Key Stage 2, skills in spelling and punctuation are broadly satisfactory and it is the ability to use language imaginatively and expressively that needs improving.
27. At both key stages, teaching needs to focus more precisely on the requirements of the National Curriculum, particularly in terms of clarity and expression, rather than just the correctness of spelling, punctuation and grammar. For example, in one Year 3 lesson on writing a book review, the teaching focus of the teaching was entirely on the book being read, rather than the quality of the pupils' writing. In a Year 3/4 lesson on structuring arguments for and against homework, the teaching focused on pupils' comprehension of an example passage, rather than using the author's expressive devices to present their own arguments. The lack of focus on National Curriculum objectives is reflected in the marking of pupils' writing, where errors are corrected but little guidance is given on improving quality. There are very few occasions on which pupils redraft their writing to improve its quality, rather than just to correct errors.
28. The school is making assessments of pupils' attainment within English, but these do not always reflect the levels of the National Curriculum. Within Key Stage 1, assessments do not focus on the stages within Level 2. When such information is obtained, it will firstly give teachers a clearer picture of the precise teaching requirements of each level, and secondly, allow lessons to build on what individuals and groups can already do.
29. Pupils would benefit from more opportunities to develop their skills by writing extended pieces. The structure of the Literacy Hour sometimes limits such opportunities, but it is possible to find opportunities within subjects such as history and geography, or in the writing of accounts in science. With a highly mobile pupil population it is, anyway, essential to use the National Literacy Strategy flexibly as pupils will have covered different elements as they move through different schools.

The school needs to be more rigorous in monitoring and evaluating its provision and in ensuring that progress is consistent across the school.

30. The previous inspection report suggested that the school's schemes of work should clarify what is to be taught to each year group. It also suggested that the school needed to monitor its provision more closely. Both of these still need further

development. They are closely linked because until the school makes clear what it expects from each year group it will not have the criteria against which its provision can be judged.

31. When schemes of work do make clear and explicit the lines of progress through each subject, teachers will be able to focus their lessons more easily on the learning needs of different pupils. Clarifying the expectations for each year group will make it easier for teachers to ensure that progress is maximised within the mixed aged classes. It will also make it much easier for the school to monitor the progress of individuals and groups of pupils.
32. The school is very successful in ensuring that its many new pupils settle quickly and soon feel comfortable and confident. It has not been so rigorous about ensuring that information is obtained about what new pupils have learned before they came to the school, and what they need to learn next. The lack of collated information about new pupils has reduced the school's ability to monitor their progress. The development of a new profile and the need for this to focus only on essential curriculum information has already been mentioned.
33. The headteacher and senior staff have not been sufficiently rigorous in monitoring the quality of teaching and learning across the school. This means that they have not been in a good position to support the work of teachers or to develop policies to address issues identified in the monitoring. For instance, the low standards of writing have been noted, but the analysis has not been sufficiently rigorous, and so the school has not been able to develop a clear strategy to improve standards. The school's development plan sets out no clear plan of action beyond "to further teachers' understanding". Subject co-ordinators have only recently been appointed and have not yet begun to impact sufficiently on their subjects. When the school has been more pro-active in monitoring and analysing the progress its pupils make, it will be able to formulate effective policies to address issues identified.

General

34. The school copes very well with its very transient population of pupils, and has created a very positive and supportive ethos where pupils are valued and develop self-confidence and self-discipline. With a more rigorous focus on the precise demands of the National Curriculum, the school is very well placed to build upon its good provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to build on the good teaching and ensure consistent progress across the school, the headteacher, staff and governors need to:
 - 1) Raise standards of attainment, particularly at Key Stage 1 by:
 - ensuring that curriculum planning makes clear the levels to be expected by each year group;
 - focusing teaching more precisely on the requirements of the National Curriculum;
 - giving only the necessary time to each learning activity;
 - using assessment information more consistently to ensure that lessons build

on prior learning.

- 2) Raise standards of writing across the school by:
- giving pupils more opportunity to write extended pieces in English and other subjects;
 - targeting teaching to the precise requirements of the National Curriculum;
 - focusing lessons on the assessments made of pupils' attainment;
 - creating more opportunities for pupils to improve their writing in terms of clarity and style.

- 3) Take a more rigorous approach to monitoring and evaluation by:
- ensuring that schemes of work make clear the lines of progress through the subjects, and the expected levels of attainment for each year group;
 - ensuring that work is appropriately targeted to the different age groups in mixed-aged classes;
 - establishing a clear base for new pupils in terms of their National Curriculum levels of attainment;
 - monitoring the progress of pupils in each year group through assessing their levels of attainment;
 - evaluating the progress made and responding to issues identified.

PART C: SCHOOL DATA AND INDICATORS

36. Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	6

37. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Un-satisfactory	Poor	Very Poor
0	12	40	48	0	0	0

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

38. Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	114
Number of full-time pupils eligible for free school meals	N/a	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	23

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	26
Pupils who left the school other than at the usual time of leaving	31

39. Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

40. Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
		1999	9	7	16
Number of registered pupils in final year of Key Stage 1 for the latest reporting year					
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	7	6	8	
	Girls	7	7	7	
	Total	14	13	15	
Percentage of pupils at NC level 2 or above	School	88 (82)	81 (71)	94 (82)	
	National	82 (80)	83 (78)	87 (83)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	8	8	8	
	Girls	7	7	7	
	Total	15	15	15	
Percentage of pupils at NC level 2 or above	School	94 (82)	94 (71)	94 (82)	
	National	82 (80)	86 (83)	87 (85)	

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

41. Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
		1999	8	5	13
Number of registered pupils in final year of Key Stage 2 for the latest reporting year					
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	8	8	8	
	Girls	5	5	5	
	Total	13	13	13	
Percentage of pupils at NC level 4 or above	School	100(66)	100 (88)	100 (77)	
	National	70 (65)	69 (69)	78 (69)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	7	8	8	
	Girls	5	5	5	
	Total	12	13	13	
Percentage of pupils at NC level 4 or above	School	92 (88)	100 (88)	100 (88)	
	National	68 (65)	69 (65)	75 (71)	

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

42. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	108
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

44. Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	23.3
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	58

43. Exclusions in the last school year

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

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

45. Financial information

Financial year	1999/2000
	£
Total income	219,099
Total expenditure	211,567
Expenditure per pupil	1,840
Balance brought forward from previous year	16,750
Balance carried forward to next year	24,282

46. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	35

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	3	3	0
My child is making good progress in school.	60	29	9	0	2
Behaviour in the school is good.	57	34	9	0	0
My child gets the right amount of work to do at home.	35	41	15	9	0
The teaching is good.	71	26	0	0	3
I am kept well informed about how my child is getting on.	51	38	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	63	34	0	0	3
The school works closely with parents.	56	29	9	6	0
The school is well led and managed.	62	29	3	6	0
The school is helping my child become mature and responsible.	57	37	3	0	3
The school provides an interesting range of activities outside lessons.	14	63	17	6	0