

INSPECTION REPORT

BRAMFIELD C.E.V.C. PRIMARY SCHOOL

Bramfield, Halesworth

LEA area: Norfolk LEA

Unique reference number: 124722

Mrs Yvonne Thomas

Reporting inspector: Monica Conley
002627

Dates of inspection: 20/01/00 – 21/01/00

Inspection number: 189287
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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	5-9
Gender of pupils:	Mixed
School address:	Bridge Street Bramfield Halesworth Suffolk IP19 9HZ
Telephone number:	01986 784205
Fax number:	As telephone
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Simon Weeks
Date of previous inspection:	8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

INFORMATION ABOUT THE SCHOOL

This is a very small school serving the rural village of Bramfield and surrounding hamlets.

Age range of pupils	5-9
Number of full-time pupils	24 (below average)
Pupils entitled to free school meals	2
Pupils on the register of special educational needs	4
Average class size	12 (well below average)
Pupils with English as an additional language	0

Attainment of the four year olds when they start school is broadly average in most years.

HOW GOOD THE SCHOOL IS

This is a school with many good features. Pupils achieve high standards in mathematics and reading. Much of the teaching is good. The governors, headteacher and staff all work towards a common goal so there is a strong sense of purpose. Because standards in reading and mathematics are high and the overall quality of education is good, despite very high unit costs, the school gives satisfactory value for money.

The strengths of the school outweigh its weaknesses.

What the school does well

- Attainment in reading and mathematics is high.
- Teaching of most subjects at Key Stage 2 is very good and there are significant strengths in the teaching at Key Stage 1.
- The pupils have very positive attitudes to their work. They enjoy school and are eager to learn.
- Relationships throughout the school are excellent and this contributes to the exemplary behaviour of the pupils.
- The headteacher, with the active support of the staff and governors, creates an ethos in which all children are valued for their individual strengths.
- The governors are taking an increasingly active role in the strategic management of the school.

What could be improved

- Some aspects of the teaching when the pupils are not taught by their regular teacher.
- The spelling of frequently used words, punctuation and the handwriting of some of the older pupils.
- Focused teaching of small groups of pupils of similar prior attainment during the middle part of literacy and numeracy lessons.
- The effectiveness of monitoring to identify what does or does not work well in lessons.
- Long-term strategic planning for the deployment of all the resources available.

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 July 1996. Since then appropriate steps have been taken to deal with the key issues for action identified at the time. Communication with parents has improved and is now good. Governors are now well informed about developments in the school and are increasingly involved in making key decisions about the future development of the school. Policy statements have been produced so that the school now has all the required policy statements pertinent to its practice. Arrangements for financial control and administration are secure and appropriate, but longer term strategic planning for the deployment of all of the resources available to the school remains weak.

STANDARDS

Because of the very small cohort in the school, statistical comparisons are not made. However, the standards achieved in National Tests compare well with standards achieved nationally and in similar kinds of school.

During the inspection samples of work from each year group were scrutinised and work done by pupils in lessons were observed. The pupils in the current reception year achieve beyond what is normally expected for their age in language and literacy and in numeracy and their progress is promoted well. By the age of seven, standards in mathematics are above the national average. By the age of nine the pupils attain standards in mathematics which are above those expected for their age. By the age of seven most pupils attain the expected standards in reading and writing and some achieve above average levels in reading but not in writing. By the age of nine, standards achieved in reading are high. In writing, pupils use lively and expressive vocabulary but standards in spelling and punctuation are average and could be higher. There has been an improvement in mathematics following the decision to focus on mathematics and make changes to the way it was taught. The school has now set itself the target of improving standards in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils display very positive attitudes to school and this helps them to settle to their work from the start of lessons and to sustain their concentration.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is exemplary.
Personal development and relationships	This is a significant strength of the school. Relationships are excellent and in this very positive and caring atmosphere the pupils' personal development is very well promoted.
Attendance	Attendance is good.

The pupils' attitudes and values are a significant strength of the school. Their positive attitudes and excellent behaviour, coupled with the excellent relationships throughout the school, are immediately noticeable features.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	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 of mathematics is satisfactory at Key Stage 1 and very good at Key Stage 2. The teaching of English is good at both key stages during the literacy hour, but there is some unsatisfactory teaching of English at other times. Teaching of literacy and numeracy skills are satisfactory overall. Of the nine lessons observed the teaching in three was very good, in one it was good, in three it was satisfactory and in two it was unsatisfactory.

In the majority of lessons teachers set a good pace and have suitably high expectations of what the pupils will achieve. The questions they ask challenge and extend the pupils' thinking. They choose topics which will interest the pupils and they provide a good range of resources for the pupils to use. This results in the pupils applying themselves well to the tasks they are set. In lessons which are unsatisfactory the teacher does not plan sufficiently well what the pupils are intended to learn and as a consequence the pupils do not extend their learning sufficiently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant. It is planned to take account of what will interest the pupils. Regular visits to places of interest, extra-curricular activities and weeks with a particular focus such as book week or arts week, all serve to extend the pupils' experiences.
Provision for pupils with special educational needs	Pupils with Special Educational Needs are provided with suitable work and this helps them to make steady progress
Provision for pupils with English as an additional language	Not applicable
Provision for pupils' personal, including spiritual, moral, social and cultural development	Because of the good role models provided by all staff, and a very effective approach to promoting good behaviour and moral values, the pupils develop a very good understanding of their moral and social responsibilities. Extra-curricular activities, such as the popular drama club, further extend the opportunities provided within the curriculum for pupils to reflect with awe and wonder on aspects of the world and the people and creatures within it. This contributes positively to their spiritual development. They are also provided with suitable opportunities to appreciate cultural traditions, both local and multicultural, through the contribution of visitors who are invited to the school.
How well the school cares for its pupils	The school cares well for its pupils and keeps careful records of their progress.

The curriculum offered in the school meets fully the statutory requirements and it is further enriched by the extra-curricular opportunities offered. Because all of the pupils are very well known to all of the staff, they are cared for in a positive way which reflects their needs as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is an excellent ethos, focused on valuing each individual, created by the headteacher with the active support of all staff and governors. Systems for monitoring teaching and learning are informal and unsystematic and need to be sharper and more systematic. At present some unsatisfactory teaching occurs which is not identified so that improvements can be supported effectively.
How well the governors fulfil their responsibilities	Governors play an increasing role in the management of the school and consider carefully what they want to achieve in the future and how they may best deal with external demands. However, the long-term strategic management of all of the resources available to the school, in order to achieve their aims, is comparatively weak.
The school's evaluation of its performance	The school has an accurate general view of its relative strengths and weaknesses but has not yet developed a clearly focused plan for ensuring improvement in areas of weakness, or ways of ensuring consistency in the quality of teaching.
The strategic use of resources	Good use is made of time and resources in lessons. The building has been recently improved and full use is made of the available space. The recently purchased computers are used well to support learning across the curriculum.

Strengths in the leadership and management offered by the headteacher and governing body lie in the close working relationships between them, and the shared sense of commitment to a school which lies at the heart of its community and in which every child is valued as an individual. The headteacher and governors have recognised that there is a need for a more systematic approach to monitoring and evaluating the work of the school and have recently agreed plans to develop a more formal system of appraisal of staff.

Governors have recognised the need to consider the principles of Best Value, and use these to help them decide, for example, on the extent to which they wish to purchase support services offered by the Local Education Authority.

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 of work their children produce. • The way the school cares for the children. • The information they are given about what their children are doing in school and how well they are getting on. • The fact that their children are happy at school. • The ethos of the school. • The behaviour of the pupils. • The commitment of the staff. 	<ul style="list-style-type: none"> • A small number of parents are concerned about the school being so small. They feel that the school could do more to promote its strengths in order to attract more pupils. • A few parents feel that the staff do not always welcome suggestions for different ways of doing things. • A very small number of parents feel that there is room for better communication over the next steps for pupils whose special needs require additional support from outside agencies.

The inspectors endorse the parents' positive comments. The school takes some steps to ensure that all of the people who live in the area know about the school, by providing information leaflets for local estate agents for example. However, the staff is sensitive to the need to work in harmony with neighbouring small schools and is anxious not to be seen to be poaching pupils. This is a reasonable position. The staff and governors have taken steps to improve communication with parents of pupils with special educational needs, but while some parents remain concerned about this there is still room for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in reading and mathematics is high.

1. The pupils achieve higher than average standards in mathematics National Curriculum tests at the end of Key Stage 1. They achieve higher than average standards in National Curriculum reading tests and most achieve the average level in writing but few attain at the higher level.
2. By the time they are ready to leave the school aged nine, the pupils achieve higher than expected standards in mathematics and reading.
3. The teachers plan mathematics lessons in accordance with the National Numeracy Strategy and have high expectations of what the pupils will achieve. This has a positive effect on the pupils' learning in the subject.
4. From their earliest days in school the younger pupils count and calculate mentally and explore number bonds. They use practical apparatus to investigate addition and subtraction sums and arrive at accurate solutions.
5. The older pupils apply their knowledge of addition, subtraction, multiplication and division to a range of calculations involving numbers often larger than 1000. They are given clear instructions, asked challenging questions and the pace of the lesson is brisk. Consequently the pupils work with a sense of purpose and they are aware of the goals they have been set, which differ for each group. Because the teacher carefully assesses their understanding as they work, and groups them accordingly so that the tasks are well matched to their prior attainment, the pupils make good strides in their learning during lessons and they know what they need to improve on next.
6. The pupils enjoy reading and they apply what they know about reading effectively in their work in other subjects, readily helping others who may be struggling to understand a written instruction, for example, in a mathematics problem. Key Stage 1 pupils use the library confidently and independently and return to class with the information they sought within the time given. Because their reading skills are well developed and they have acquired a wide vocabulary, they offer a good range of ideas when they are working during a literacy lesson on a piece of shared writing. So, for example, pupils suggested descriptive phrases such as "skin like an old apple" and "hands like ducks' feet" when composing a group poem.
7. The older pupils read fluently and with expression, for example, when reading playlets designed to be read by pairs of pupils. They enjoy humorous aspects of the stories they read together and discuss their favourite parts with insight and understanding. When working in pairs like this the more skilled readers support their partners very well, for example, when one pupil pointed out to her partner that the use of capital letters, together with a particular symbol on the page, indicated that they both had to read that part together, loudly. She checked that her partner could read all of the text then gave a signal so that they started together. During this lesson the teacher gave good support for one less confident reader, and helped to develop sensible reading strategies for example, "Break it into syllables, now try it, good, that's right". This enabled the pupil to make good progress during this lesson.

Teaching of most subjects at Key Stage 2 is very good and there are significant strengths in the teaching at Key Stage 1.

8. Much of the teaching at Key Stage 2 is good. Lessons are carefully planned to take account of the required Programme of Study for the subject, but the activities are designed to appeal to the interest of the pupils. The teaching sets a brisk pace and high expectations. The pupils always know what they are expected to do and how long they may spend on each task. Consequently they settle down to work without wasting time and sustain their concentration well. Because relationships between teacher and pupils are excellent, the pupils are confident about asking questions and contributing thoughtfully to discussions, knowing that what they say will be valued and taken seriously. The teacher uses questions effectively to both extend the pupils' thinking and to check out their understanding, as for example, during a literacy lesson when she asked "What do adjectives do in a sentence?" and then posed a question for one particular pupil, "What is the adjective used in this text to describe the staircase?" Before the session ended she asked some of the older pupils how the text could be improved. This caused them to think about ways of improving their own writing.
9. Strengths in teaching at Key Stage 1 include the good management of pupils. In the opening part of lessons, when the teacher uses a good range of questions so that, despite the wide age range present, all of the pupils are kept interested and involved in what is being discussed. Thus in a mathematics lesson the teacher asked the younger children questions about different ways to make ten, then went on to ask the older children to work out the answers to everyday problems which involved using addition or multiplication. When one pupil became muddled when trying to deal mentally with repeated addition, the teacher prompted him by asking "How could multiplication help you to solve that problem?" and thus reminding him of a way of working it out which he was able to use successfully.

The pupils have very positive attitudes to their work. They enjoy school and are eager to learn.

10. The pupils come to school eager and ready to learn. Nearly all of the pupils say, when asked, that they enjoy school. They respond well to the positive ethos created by all the staff in which each individual pupil may flourish. The pupils readily congratulate one another on their successes and spontaneously offer help when they spot that someone is uncertain. So in a mathematics lesson one Year 2 pupil who had completed a task which another pupil was struggling to understand, very patiently explained what needed to be done. In a history lesson the Key Stage 1 pupils displayed great interest and enthusiasm for the topic of life in a castle, and nearly all of them had brought in books or photographs of castles to support their work, having remembered this since the previous lesson a week ago. These positive attitudes mean that the pupils do not waste time during lessons, they settle down to work immediately with enthusiasm and they try to do their best.

Relationships throughout the school are excellent and this contributes to the exemplary behaviour of the pupils.

11. Relationships between all of the staff are excellent and this factor enables them to work together with a shared set of values which results in pupils experiencing a consistent positive response from all the adults in the school. The very good role models offered by the staff contribute also to the development of good relationships between all of the pupils. Because the pupils get on so well together, speak courteously to one another and share equipment co-operatively, they are able to work together well when asked, and also to work alongside one another without being distracted. These positive relationships are a notable feature and a significant strength of the school.
12. The older pupils are very good at supporting and encouraging the younger pupils during lunchtimes and playtimes, freely inviting them to join in various games. They help and support one another during lessons and co-operate well over shared use of resources. There are few school rules but the pupils are all aware what is expected of them and of the reasons for the rules that do exist. All adults deal consistently and sensitively with all of the pupils and this contributes well to the good sense of order and discipline which exists. This in turn contributes to a purposeful working atmosphere in

classrooms.

The headteacher, with the active support of the staff and governors, creates an ethos in which all children are valued for their individual strengths

13. Amongst the school's aims is a commitment to valuing each child as a special person. This aim is reflected clearly in the everyday life of the school and makes a strong contribution to the ethos which results in the pupils' positive attitudes to their work. All of the pupils, staff and parents subscribe to this philosophy which is underpinned by a strong Christian ethic. This enables the pupils to feel part of a strong and supportive community. They know that their contributions will be welcomed and valued by the whole school community, and this, coupled with appropriately high expectations of achievement, is a major factor which defines the particular nature of Bramfield School.
14. The staff ensures that all pupils have an opportunity to shine. A suitable emphasis is given to enriching and broadening the range of opportunities offered to the pupils by providing access to a greater number of specialisms than the full-time teachers can provide. Thus a specialist music teacher is employed, parents and members of the local community are invited to contribute their knowledge and expertise and links are made with such initiatives as the local football club's educational programme. Every effort is made to promote links with neighbouring schools and some further afield in a large town.
15. Pupils' achievements in any aspect of work are celebrated regularly and frequently at special assemblies to which parents are invited. Productions mounted by the pupils are performed in the village hall so that the wider community can share in celebrating the pupils' achievements in drama and music, and opportunities to sing and perform with other schools are seized whenever they occur. The popular school drama club provides a high quality opportunity for pupils to explore their feelings in a safe environment, whilst simultaneously gaining a range of dramatic and movement skills.

The governors are taking an increasingly active role in the strategic management of the school

16. Many of the governors are relatively recently appointed, few have been governors for longer than two years; consequently there have been some considerable changes since the last inspection. Under the quiet but effective leadership of the present chair of governors, the governing body has become better informed and directly involved in formulating policy for the school. The number of meetings held by governors has increased and the range of issues discussed has broadened. Additionally a number of governors act as voluntary helpers during school time and know well the day to day routines of school life. This enables the governors to understand the context in which to consider the evidence of pupils' progress provided by the headteacher through her regular reports to the governing body.

WHAT COULD BE IMPROVED

Some aspects of teaching when the pupils are not taught by their regular teacher

17. In order to afford the headteacher some time for dealing with leadership and management issues, and also in order to broaden the range of curricular experiences for the pupils, for some periods of each week part-time teachers are deployed. The class organisation of the school is adjusted and the pupils benefit from meeting other adults and from different subject expertise. In general this works well and contributes to the breadth of the curriculum offered. During the inspection this arrangement was in operation for an afternoon. On that occasion the teaching of the younger pupils was good and the pupils made good progress in acquiring historical knowledge and understanding. Teaching in Key Stage 2, despite some positive features, did not focus sufficiently on what the pupils were expected to gain in knowledge, skills or understanding and consequently they made little progress. In an art lesson the teacher and pupils alike

saw the objective of the lesson as being to produce something to display in the hall. There was not enough emphasis on gaining or developing any artistic skills, knowledge or techniques. Consequently, although the pupils were co-operative, the teacher managed the pupils well and provided suitable resources for the tasks set, the lesson could not be regarded as satisfactory because there was no evidence of any gains in learning. Similar shortcomings were evident in the following English lesson in which a book was read aloud to the pupils, with some of the reading being done by selected pupils and the rest by the teacher.

The purpose of this lesson, in terms of anticipated gains in pupils' knowledge, skills or understanding, was not clear. It failed to hold the pupils' attention successfully and was not well structured, ending with no concluding discussion or summary of what had been learned by the pupils during the lesson.

The spelling of frequently used words, punctuation and the handwriting of some of the older pupils.

18. The pupils are expected to learn to spell words which have been identified as appropriate for their age groups in the Framework for Teaching the National Literacy Strategy. However, many of them habitually misspell commonly used words, or confuse words which sound the same or similar but which have different spellings. Example seen in pupils' work included "sumone" instead of "someone", "coled" instead of "called", "mite" instead of "might" and several others. Confusion between "horse" and "house", or "there" and "their" were also a feature in some books. There were several other examples, and these were not given sufficient attention. Such words are included in the list of words given to individual pupils to learn as part of their regular spelling homework, but some parents report that the pupils prefer to learn the words given to all of the pupils and there is not enough emphasis on the importance of these common words. Similarly, although the pupils are taught about such features of punctuation as capital letters, full stops, commas and question marks, they do not receive enough encouragement to use them as a routine part of their writing, but are encouraged to go back and insert them when they have finished. Although proof-reading is an important literacy skill for pupils to acquire, the result of this approach is that they simply do not use what they know in their writing with sufficient familiarity to establish well-grounded, habitual skills of punctuation. Many of the older pupils are very capable of doing so. Some of the older pupils write with a clear legible script, but a significant number do not and they produce work which is untidy and carelessly presented. Some of the joins between letters are not well formed and this increases the difficulty of reading the work. These pupils need more practice and encouragement to take more care with their writing, and further guidance on joining letters correctly. The school has identified that there is a need to improve the pupils' writing as a result of analysis of National Test results and other data. This is an appropriate aspect of the English curriculum on which to focus plans for improvement.

Focused teaching of small groups of pupils of similar prior attainment during the middle part of literacy and numeracy lessons

19. The most effective aspects of literacy and numeracy lessons taught in the school are the introductory parts, which are very well managed so that all of the pupils are involved and are posed questions at a suitable level. Plenary sessions are also effective because they focus on encouraging the pupils to reflect on what they have learned.
20. However, the middle of the lessons is weaker because teachers circulate and monitor the work of all of the pupils rather than targeting a group of pupils who have similar levels of prior attainment and focusing on teaching them the next appropriate skill or knowledge they need in order to move on. This dilutes the effectiveness of the literacy and numeracy lessons which otherwise have significant strengths. It also results in teachers missing some critical misunderstandings by some pupils. For example, in the Key Stage 1 class a group of pupils working on some mathematical problems included one pupil who did not fully understand the relationship between multiplication and repeated addition. Because the teacher left the group to monitor another group, which was already being supported by a classroom assistant, this misunderstanding was unnoticed and by the time the teacher returned to the group, the child had been given some inaccurate advice by a friend, leaving her further confused. In the Key Stage 2 class, there was a lost opportunity to work with a small group of pupils who were having difficulties in constructing a story from a previously drafted plan, because the teacher was monitoring all of the pupils, many of whom did not require immediate support but were getting on with their writing.

21. In both instances this limited the progress of some groups of pupils in the class.

The effectiveness of monitoring to identify what does or does not work well in lessons.

22. In this very small school the monitoring and evaluation of teaching and learning is informal and is not well based on evidence of pupils' progress in learning across the curriculum. Consequently, weaknesses in planning, which are a major contributory factor in the shortcomings in teaching as described earlier, are not identified and dealt with effectively.
23. The headteacher has carefully analysed the results of National Tests and other data on pupils' performance gathered through other tests. This information indicates the need to improve standards in writing and this has been agreed in principle by staff. A systematic evaluation of the teaching of writing has yet to be thoroughly explored. Therefore specific changes to ways of teaching writing, in order to bring about improvements, have not been identified with sufficient clarity.
24. Further development of formal appraisal of staff has been identified by the governors as a target for the headteacher, and this will provide an opportunity for improving the effectiveness of monitoring systems.

Long-term strategic financial planning

25. Day to day financial control and procedures are well organised. However, the head and governors do not take a suitable long-term strategic view of how all of the resources of the school may best be deployed. The governors rely heavily on the headteacher's reports on the financial position. Last summer this included the information that there was a sum of money available which had not been anticipated. The headteacher suggested that this could be used to replace the school's outdated computers. While this was a reasonable financial decision to take, in a small school with very little flexibility in its disposable income, there is a need for a closer monitoring of expenditure and a more rigorous process for deciding on the major priorities for school improvement and how they will be financed over the next few years.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should now:
1. Deal with current shortcomings in teaching by ensuring that all lessons are planned in a way which indicates clearly what the pupils are expected to learn.
 2. Improve the standard of spelling by giving greater emphasis to the words which individual pupils habitually misspell.
 3. Improve the punctuation and handwriting of the older pupils by giving more emphasis to their importance when pupils are asked to write.
 4. Improve the quality of small group activities during lessons by carefully focused teaching of one group who have similar prior attainment.
 5. Develop a systematic and rigorous approach to monitoring and evaluating lessons to ensure that strengths and weaknesses in teaching and learning are clearly identified.
 6. Improve the quality of long-term strategic planning of the deployment of all of the resources available to the school. This should focus on how staff, finances, equipment and accommodation can best be managed in order to secure the main priorities for school improvement which have been agreed by governors and staff, and should indicate how these developments will be monitored and evaluated.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	33%	11%	33%	22%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		24
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		4

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

Attendance

Authorised absence

	%
School data	3.9
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	4	1	5

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School			
	National			

Due to the small pupil numbers in school this table has not been completed

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	24
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	2.3
Number of pupils per qualified teacher	10
Average class size	11.5

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	26

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	
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FTE means full-time equivalent.

Financial information

Financial year	98 -99
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	£
Total income	112534
Total expenditure	113041
Expenditure per pupil	4037
Balance brought forward from previous year	10000
Balance carried forward to next year	9500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	18
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69%	31%			
My child is making good progress in school.	85%	15%			
Behaviour in the school is good.	69%	31%			
My child gets the right amount of work to do at home.	46%	54%			
The teaching is good.	69%	31%			
I am kept well informed about how my child is getting on.	85%	8%	8%		
I would feel comfortable about approaching the school with questions or a problem.	69%	23%	8%		
The school expects my child to work hard and achieve his or her best.	62%	38%	0%		
The school works closely with parents.	77%	15%	8%		
The school is well led and managed.	77%	8%	8%		
The school is helping my child become mature and responsible.	77%	23%			
The school provides an interesting range of activities outside lessons.	62%	38%			

Summary of parents' and carers' responses

The standards of work their children produce

- The majority of parents said they are happy with the standards of work their children produce. A small minority expressed concern about the effects on standards of having pupils in Year 2 taught with reception and Year 1 pupils.

The way the school cares for the children

- Parents felt this is a strength of the school, that all pupils are cared for well.

The information they are given about what their children are doing in school and how well they are getting on

- Parents reported that they feel very well informed about what their children are doing and how well they are getting on. They feel that reports they receive are very personal and reflect the fact that staff know the children very well.
- All parents said that their children are very happy at school and are always keen to attend.

The ethos of the school

- Parents are pleased with the ethos of the school and feel it helps the children to build self confidence.

The behaviour of the pupils

- All parents regard the behaviour in the school as excellent.

The commitment of the staff

- Parents feel pleased with the commitment shown by staff.

Other issues raised by parents

- A small number of parents are concerned about the school being so small. They feel that the school could do more to promote its strengths in order to attract more pupils.
- A few parents feel that the staff do not always welcome suggestions for different ways of doing things.
- A very small number of parents feel that there is room for better communication over the next steps for pupils whose special needs require additional support from outside agencies.