

INSPECTION REPORT

**SHOCKLACH OVIATT C of E PRIMARY
SCHOOL**

Shocklach, near Malpas, Cheshire

LEA area: Cheshire

Unique reference number: 111283

Headteacher: Mrs J Cottam Marshall

Reporting inspector: Mr J Morris
23696

Dates of inspection: 26th – 27th June 2000

Inspection number: 189521

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 controlled |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Shocklach Nr Malpas Cheshire |
| Postcode: | SY14 7BN |
| Telephone number: | (01829) 250285 |
| Fax number: | (01829) 250673 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr S Duley |
| Date of previous inspection: | 24 th September 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | |
|---------------|----------------------|
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| Mrs J Godfrey | Lay inspector |

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REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 4 - 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| WHAT THE SCHOOL DOES WELL | 8 - 11 |
| The headteacher and school governors provide strong leadership. The pupils have very good attitudes to school and behave very well. The pupils' personal development and relationships in the school are excellent. Pupils achieve very high standards. The teaching is good overall and it is often very good. The school provides a very good range of learning opportunities and makes very good provision for the pupils' spiritual, moral, social and cultural development. | |
| | |
| WHAT COULD BE IMPROVED | 12 |
| The quality of teaching between 7 and 11 years of age is inconsistent. It is not easy enough for the pupils to make use of the school library. Risk assessments are not recorded formally and pupils' annual reports do not include individual attendance figures. | |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 13 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 14 - 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shocklach Oviatt is a very small primary school in the tiny village of Shocklach in west Cheshire, close to the Welsh border. There are 53 pupils, comprising 28 boys and 25 girls, between the ages of 4 and 11. Many of the pupils travel considerable distances to come to this school. The percentage of children entitled to free school meals (3.7 per cent) is well below the national average and the percentage of children with special educational needs (32 per cent) is above the national average. Attainment on entry is broadly average. In a school of this size statistical data should be treated with great caution.

HOW GOOD THE SCHOOL IS

This is a very effective school. Leadership is very good. Teaching is good overall. Standards are very high. The school provides good value for money.

What the school does well

- The headteacher and school governors provide strong leadership.
- The pupils have very good attitudes to school and behave very well. The pupils' personal development and relationships in the school are excellent.
- Pupils achieve very high standards.
- The teaching is good overall and it is often very good.
- The school provides a very good range of learning opportunities and makes very good provision for the pupils' spiritual, moral, social and cultural development.

What could be improved

- The quality of teaching between 7 and 11 years of age is inconsistent.
- It is not easy enough for the pupils to make use of the school library.
- Risk assessments are not recorded formally and pupils' annual reports do not include individual attendance figures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement overall since the last inspection and, in relation to the identified issues for action in the previous report:

- there are very good arrangements for monitoring the quality of teaching and for staff development;
- the provision for children under five is very good;
- there have been effective improvements to the school's assessment procedures;
- the roles and responsibilities of the governing body's properly constituted committees have been appropriately formalised; and
- safety issues have been addressed.

There have also been good improvements to the accommodation.

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* | A* | A* | A* |
| Mathematics | C | A* | A | B |
| Science | A | A* | B | C |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The above table shows that very high standards are achieved by eleven-year-olds. A* means that the pupils are in the top 5 per cent in the country.

Evidence from the results of the national tests and tasks for seven-year-olds shows that extremely high standards are achieved at that age.

By the time that they leave school, pupils read and write very well. They have a very good understanding of numbers. In science they make particularly good progress in experimental and investigative work. Standards are high in other subjects, particularly art and music.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Many children arrive at school early and are happy to do so. They enjoy their lessons and playing with their friends. They are enthusiastic and listen well. |
| Behaviour, in and out of classrooms | Very good overall. Nearly all pupils behave very well at all times. A very small number of older boys tend to call out answers a lot in lessons. |
| Personal development and relationships | Excellent. Extremely good relationships amongst pupils and between pupils and adults. One of the distinctive features of the school is the very good daily interaction between older and younger pupils. Throughout the school, nearly all the pupils are very mature and responsible for their age and they are good, independent learners. |
| Attendance | Well above average. |

TEACHING AND LEARNING

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

The table above shows the standards of teaching seen in the very small number of lessons during the inspection. Of these 12 lessons, 100 per cent were satisfactory or better, 67 per cent were good or better and 42 per cent were very good or better.

Examination of pupils' work, classroom displays and teachers' planning and recording documents shows that teaching is consistently very good between the ages of four and seven and it is good between the ages of seven and eleven.

The staff have high expectations that all children will learn and make good progress in all subjects. The key skills of literacy and numeracy are taught well. The planning is good, particularly for the different groups of pupils in classes with a wide age range. Homework effectively adds to learning in the classroom and contributes to the pupils' good, independent learning skills. The pupils' interest in their work, concentration and perseverance means that they learn well in lessons.

In lessons at Key Stage 2, pupils are occasionally not given clear enough explanations and instructions and inappropriate behaviour is not always dealt with successfully.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Very good. The school has very successfully implemented the national literacy and numeracy strategies. Satisfactory or better provision is made for all other subjects of the National Curriculum and religious education and there is very good provision for art and music. There is very good provision for children under five and the pre-school group prepares very young children very well for full-time education. There are excellent links with other schools and the wider community and good extra-curricular activities. |
| Provision for pupils with special educational needs | There are very good arrangements for the early identification of children with special educational needs and their needs are met well in lessons. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. The school makes extremely good provision for the pupils' social and cultural development. Every possible opportunity is taken to develop personal qualities, such as initiative, responsibility and respect for the feelings, values and opinions of others. Considerable efforts are made to develop the pupils' ideas of the world at large from a very early age and how different it can be from their local area. |
| How well the school cares for its pupils | Day-to-day relationships between staff and pupils are very good and there are good procedures in place for matters, such as child protection issues, serious incidents and first aid. The school does not yet formally record its risk assessments and this could lead to oversights in health and safety procedures. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very strong leadership by the headteacher gives a very clear educational direction to the work of the school. |
| How well the governors fulfil their responsibilities | The governing body is very effective in its roles and responsibilities. |
| The school's evaluation of its performance | Very good. The school carefully analyses all available information and the school development plan identifies what needs to be done to improve and how it will be achieved. There are extensive arrangements to develop the skills of the staff. |
| The strategic use of resources | Very good. Specific income, such as The Standards Fund, is used well, in accordance with its stated purpose. A considerable balance in the school budget is well planned for and a significant proportion of this is assigned to short-term capital projects. The headteacher and governors are very aware of the high costs of such small schools and apply the principles of best value very well. The staff use the available resources and accommodation very well. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <p>Many parents say that</p> <ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The school has high expectations. • The school helps their children become more mature and responsible. • Behaviour is good. • The school works closely with them. • The teaching is good. | <p>Some parents say that</p> <ul style="list-style-type: none"> • Their children do not get the right amount of homework and this is generally too much. • They are uncomfortable approaching the school with questions and problems. • They would like better information about their children's progress. |

The inspection team agrees with the parents' positive views. The provision of homework is good, helps children learn and develops independence. The school is open and welcoming to parents and visitors. It consults parents and pupils widely, for example over the Home-School contract. There is no evidence to support the view that the school is unresponsive to suggestions. Annual reports are very detailed and identify the next steps in learning. Teachers are readily available to discuss individual progress informally.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher and governors provide strong leadership.

1. The headteacher provides very effective leadership and there is a very clear educational direction to the work of the school. She has a major input into all aspects of the school's work. This approach to the leadership and management of the school is reasonable and appropriate at the current time. One teacher is just completing her second year in the school and has responsibility for numeracy and Key Stage 2. One teacher has only been in the school since Easter 2000 and is already playing a significant role in the planning at Key Stage 1. The other teacher only works for half a day and is employed to support specific children, particularly those with special educational needs. The teachers, other classroom support staff, and administrative, premises and mid-day staff, all work closely together to meet the educational and personal needs of the pupils.
2. The headteacher has overall responsibility for the curriculum, monitoring teaching and learning, literacy throughout the school and provision for children under five and at Key Stage 1. Teaching and learning have been a very high priority in the school since the headteacher's appointment. She teaches in both classes every week, at present two days in the younger class and one day in the older class. She works alongside her colleagues and observes lessons formally. This means that she has very good knowledge of all the pupils, the progress they are making and the quality of the teaching and curriculum provision they are receiving. The school has very good arrangements for the professional development of staff and opportunities are taken to maximise identified strengths and minimise identified weaknesses. This training has positive, long-term effects on the school's ethos and policy. However, the direct benefits in the classroom have inevitably sometimes been limited by staff changes.
3. The school governors have a very clear view of their roles and responsibilities in the school and are very active in their questioning and support. They have properly constituted committees and nominated individuals for particular aspects of the school's provision, such as health and safety and special educational needs. The governing body is actively involved in the school development plan and setting the budget.
4. The school has a clear, succinct set of aims. These aims are evident in daily practice and reflected in the management, teaching, learning and curriculum. They are summarised in the school's vision statement, "Do you know a school which makes you long for childhood?"
5. The school development plan is an effective tool for managing change. It correctly identifies short-term, long-term and ongoing priorities. There are particularly clear plans for literacy, numeracy and information technology. The school sets ambitious but realistic targets and carefully measures its success in achieving them. The good financial planning is directly related to the school development plan and the principles of best value are applied very well.
6. Learning resources and accommodation are very good and they are used very effectively. There are very good classroom resources. Recent modifications to the building have improved the use of the available space. There are very good facilities outside, with a small area for children under five, a playground, a large field for sporting activities and various areas for environmental studies, including a small wooded area and a pond.
7. The school responded positively to the findings of the previous inspection. An action plan was drawn up to address the key issues. There have been significant improvements in all the identified areas. Maximising the strengths and minimising the weaknesses of the teaching remains a high priority in the development plan because of staff changes and the school takes the view that this is always a key focus. The school is constantly seeking ways to improve.
8. The school has very high costs but these are not untypical of very small schools. Taking into account the quality of leadership, the quality of teaching and the standards achieved, the school

provides good value for money.

The pupils have very good attitudes to school and behave very well. The pupils' personal development and relationships in the school are excellent.

9. The pupils' interest and enthusiasm for school and their behaviour are outstanding. All the pupils clearly enjoy school and are keen to learn. Many pupils arrive early and are happy to read, work on a computer or help the teachers get ready for the start of the day. Pupils are often reluctant to stop work or leave school at the end of the day. Very good numbers of pupils are involved in the school's own extra-curricular clubs and activities, even though many are involved in a wide range of other evening and weekend activities. The pupils' enthusiasm for school is reflected in the rate of attendance, which is well above the national average for primary schools.
10. Behaviour is very good during lessons and at other times, such as assemblies, lunchtime and playtime. A very small number of boys in the class for 7 to 11 year-olds have a tendency to call out a lot. This is mainly to do with their enthusiasm, as their comments are related to the lesson. However, these boys do not always respond positively to the teacher's instructions to listen and this sometimes disrupts the flow of the teacher's presentation, reducing the opportunities that other pupils have to contribute. In all other cases, behaviour is extremely good. There is no evidence of bullying, racism or sexism and there have been no exclusions. Relationships are very good between pupils and adults and amongst pupils. Pupils work well in small groups in lessons, which are nearly always within their year group. All the children mix and play happily, especially at lunchtime, and children of different ages are often seen playing together.
11. By the time they leave school, the pupils are very mature and responsible for their age and they are very well prepared for the next stage of their education. The pupils are very good at organising their own learning materials and work and this clearly contributes to the progress that they make. From an early age, pupils take on responsibilities willingly and show a good degree of initiative.

The school achieves very high standards.

12. The results achieved by 11 year olds in the National Curriculum tests are consistently in the top 5 per cent in the country in English and very high in mathematics and science. The small numbers involved means that the statistics need to be treated with caution but it is clear that standards are very high. Standards are extremely high at age seven. Standards are clearly maintained between seven and eleven, even though pupils often leave during this period of time to go to independent schools.
13. Standards in English are extremely high. By the time they leave school, pupils read and write very well. They write imaginative stories, poetry and letters. They make good progress in understanding the use of different types of words, such as adjectives and adverbs. The older pupils make good use of a wide vocabulary and have good dictionary skills, although they are surprisingly reluctant to guess the meanings of unfamiliar words.
14. Standards are high in mathematics and science. Pupils have a good understanding of large numbers and use the four rules of computation well. They make good progress in their work on fractions, decimals and percentages, using tallies to record and tables to analyse data and two- and three-dimensional shapes, for example. Pupils have a very good understanding of the procedures and conventions which apply when carrying out experiments and investigations. They have a good knowledge and understanding of scientific phenomena, such as food chains, magnetism and animal habitats.
15. Where it was possible to make a judgement in other subjects, standards were found to be consistently above average. In information technology, pupils know how to access the Internet and use this and CD-ROM for research. They use a word processor for written work well and know how to use the computer to analyse numerical data and produce different types of graphs. Pupils make good progress in religious education, geography and history, for example through

their studies of rivers and the Egyptians. From the full observation of one lesson and very brief incidental observations of instrumental tuition, standards in music appear to be very high. There is insufficient evidence to make a judgement about standards in design and technology and physical education.

16. The standards of completed work seen in art are very high throughout the school. Very young children have completed large pencil and collage portraits which show good imagination and very good use of line and shading. Older pupils have completed dramatic, large-scale collages based on the work of John Piper, which show a very good understanding of the work of this artist. Pupils have used a range of techniques and materials to print effective patterns based on African examples.

The teaching is good overall and it is often very good.

17. The quality of the teaching is good overall. This judgement is based on the lessons observed during the inspection, examination of classroom displays, analysis of pupils' work and teachers' planning and recording. All of the lessons seen during the inspection were judged to be at least satisfactory. A third of the lessons were satisfactory, a quarter were good and the remainder were very good. This means that two thirds of the lessons were good or better.
18. Throughout the school, teachers have high expectations that all pupils will learn well and make good progress. Work is carefully planned to meet the needs of all pupils, regardless of age or ability, in both classes. One class has pupils aged between 4 and 7 and the other has pupils aged between 7 and 11. In whole-class activities, work is presented which both consolidates what has gone before and develops the understanding of the different groups of pupils. The key skills of phonics and number are taught very well and good links are made with other subjects and aspects of the curriculum. For example, in the literacy hour good use was made of African stories in both classes during the inspection. A Ghanaian storyteller had spent a whole day with each of the two classes just over a week earlier.
19. In the very best lessons, the learning objectives are made clear to the pupils at the start and, at the end, pupils are asked what they think they have achieved in relation to these objectives. All lessons are structured well and carried out at a good pace. The teachers and support staff move around the room, checking on the pupils' understanding and rate of work during individual and group tasks to good effect. Good use is made of learning materials.
20. Most of the lessons seen during the inspection were in English or mathematics. The judgement that teaching is good overall is supported by a few lessons in other subjects. For example, in a science lesson in the class for 7 to 11 year-olds, the teacher made very good provision for experimental and investigative science. Lessons were also seen in information technology and music and some time spent observing the provision for children under five. Displays throughout the school provide compelling evidence that the teaching of art is excellent.
21. Pupils learn well because they are very interested and enthusiastic about school. All pupils try hard. In one or two lessons, some of the older pupils persevered with difficult tasks even when they were not totally clear about what they were expected to do. All pupils maintain concentration throughout lessons and work well on individual tasks and in groups. Learning is mostly very good in the younger class because the pupils listen very carefully to the teachers.
22. Pupils with special educational needs make good progress over time and sometimes very good progress in basic literacy and numeracy skills. This is because the teachers plan very well for the different needs of different groups of pupils and the school diverts resources to employ a part-time teacher to provide additional support for these pupils.
23. The provision of homework is good and it clearly contributes to the pupils' progress and the development of their good skills for independent learning. Both the collection and setting of homework was seen during lessons and very good use of home-school homework and reading journals by teachers and parents was seen in the sample of work provided. Clearly written letters are often sent home to clarify the school's policy on homework and good information is given in the school prospectus. The school is quite happy for pupils not to complete homework

if they are heavily involved in purposeful out-of-school activities. A few parents expressed dissatisfaction (through the parents' questionnaires and meeting) with homework provision, but their criticism was not borne out by the inspection.

The school provides a very good range of learning opportunities and makes very good provision for the pupils' spiritual, moral, social and cultural development.

24. The school provides a wide range of very good quality learning opportunities. The national initiatives for English and mathematics in primary schools, commonly referred to as the Literacy Hour and Numeracy Hour, have been implemented fully and very effectively. The school meets the requirements to teach all the subjects of the National Curriculum and religious education from age five to eleven. In their planning, teachers make good use of the Qualifications and Curriculum Authority's exemplar schemes of work, Local Education Authority materials (for example in religious education and mathematics) and commercially and independently produced materials (for example in art, music and physical education).
25. There is very good provision for children under five, which is planned to the nationally recommended Desirable Outcomes for Learning. All of the six areas of learning are covered very well in the planning. Different activities are often provided to meet the particular needs of these children and, when they are given the same tasks as the older pupils in the class, these are presented at an appropriate level of difficulty. There are very good opportunities for these young children to play outside purposefully, whilst older pupils are working in the classroom. The pre-school group, which attends the school every Tuesday morning with a teacher and nursery nurse from another school, very effectively prepares these children for the next stage of their education.
26. There are very good arrangements for the early identification and assessment of children with special educational needs. The school pays due regard to the recommendations in the national Code of Practice. Pupils on the school's register of special educational needs have individual education plans which identify what they do well, as well as the difficulties they are having and how the school is helping them. This is unusual and is a very good illustration of the school's commitment to celebrating success and promoting progress for all its pupils regardless of age, gender or ability.
27. There is a good range of extra-curricular activities at lunchtime and after school, including sporting activities organised for boys and girls together. Very good use is made of educational visits and exciting visitors to increase the pupils' awareness and understanding. Pupils in the older class participate in at least one residential trip each year. There are very good links with the local community, such as the church and businesses, and extremely good links with other schools, particularly through the Broxton Federated Group of Schools.
28. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. Pupils are taught right from wrong and the content of assemblies and expectations in lessons reflect the strong Christian ethos. The school successfully encourages the pupils to carefully consider the needs, feelings and values of others. Assemblies promote a sense of belonging to a community and contain clear messages about the nature of God and social and moral issues, such as caring for others. Within the small school community, many opportunities are created to develop personal qualities, such as initiative and responsibility. For example, all of the pupils in the class for 4 to 7 year-olds have jobs (to do with tidying the classroom) every Tuesday after the pre-school group has left. The school makes excellent use of stories in the literacy hour and music and art activities to raise the pupils' awareness and develop their understanding of the world at large.

WHAT COULD BE IMPROVED

The quality of teaching between 7 and 11 years of age is inconsistent.

29. The teaching is always satisfactory or better, but there are some common areas for improvement in lessons in the class for 7 to 11 year-olds. Lessons are very well planned, with different tasks for pupils of different ages and abilities. However, tasks are not always

explained successfully at the start of lessons and, therefore, some pupils are unclear about exactly what they should be doing. At times, pupils are given tasks that are too difficult because they do not fully recall what they have been taught before. Examples in English and mathematics lessons illustrated the very high expectations in the planning not being fully realised in practice. This was because of some degree of lack of clarity in the teacher's presentation and not enough checking of the pupils' understanding.

30. The school's agreed strategies and procedures for dealing with inappropriate behaviour were not followed in two or three lessons. Insufficient action was taken to deal with the small number of pupils who called out repeatedly during whole-class presentations. This had a negative effect on the quality of learning. These pupils' interruptions affected others' concentration and may, indeed, have been partly responsible for the lack of clarity in the teaching of new facts and setting of tasks.

It is not easy for the pupils to make use of the school library.

31. The library is catalogued, organised and stocked well. However, the available space means that it is not very easy for pupils to access all the books. Consequently they are not able to get the maximum benefit from this key learning resource. There are detailed proposals for the re-structuring and decoration of the library area in the current school development. However, this was planned for the spring term this year and had not been completed at the time of the inspection. The delay was a result of other building work having a higher priority and uncertainties over the budget.

Risk assessments are not recorded formally and pupils' annual reports do not include individual attendance figures.

32. There are very good policies for pupils' welfare and health and safety issues, such as child protection, lunchtime supervision, medical matters and fire and other emergencies. Members of the governing body tour the school at least once a year to check on health and safety. The premises committee considers and records risks but these are not completed as formal risk assessments, with proposed actions to minimise the risks identified.
33. The school provides helpful, informative reports for parents detailing the progress pupils make and indicating what they need to do next. These reports do not include individual attendance figures, a statutory requirement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. The headteacher and governors should now:

a) improve the quality of teaching at Key Stage 2 by providing support and training which gives attention to:

- (i) the clarity of instructions and explanations; and
- (ii) the classroom management of pupils;

(Paragraphs 29 and 30)

b) carry out planned improvements (in the school development plan) to the school library;

(Paragraph 31)

c) meet statutory requirements by:

- (i) implementing formal risk assessments in order to highlight potential health and safety issues; and
- (ii) including individual attendance records in pupils' annual reports.

(Paragraphs 32 and 33)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 12 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 42 | 25 | 33 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0 | 53 |
| Number of full-time pupils eligible for free school meals | 0 | 2 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 0 | 17 |

| 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 | 10 |
| Pupils who left the school other than at the usual time of leaving | 1 |

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 | 4 | 3 | 7 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|-----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 4 | 4 | 4 |
| | Girls | 3 | 3 | 3 |
| | Total | 7 | 7 | 7 |
| Percentage of pupils at NC level 2 or above | School | 100 (88) | 100 (100) | 100 (88) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above | Boys | 4 | 4 | 4 |
| | Girls | 3 | 3 | 3 |
| | Total | 7 | 7 | 7 |
| Percentage of pupils at NC level 2 or above | School | 100 (88) | 100 (100) | 100 (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 | 3 | 4 | 7 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|-----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 3 | 3 | 3 |
| | Girls | 4 | 4 | 4 |
| | Total | 7 | 7 | 7 |
| Percentage of pupils at NC level 4 or above | School | 100 (100) | 100 (78) | 100 (89) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 3 | 3 | 3 |
| | Girls | 4 | 4 | 4 |
| | Total | 7 | 7 | 7 |
| Percentage of pupils at NC level 4 or above | School | 100 (100) | 100 (78) | 100 (100) |
| | National | 68 (67) | 69 (59) | 75 (69) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 0 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 2.8 |
| Number of pupils per qualified teacher | 18.9 |
| Average class size | 26.5 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 18 |

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 128,942 |
| Total expenditure | 132,043 |
| Expenditure per pupil | 2,491 |
| Balance brought forward from previous year | 22,874 |
| Balance carried forward to next year | 19,773 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 39 |
| Number of questionnaires returned | 23 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 43 | 57 | 0 | 0 | 0 |
| My child is making good progress in school. | 52 | 43 | 4 | 0 | 0 |
| Behaviour in the school is good. | 26 | 65 | 0 | 4 | 4 |
| My child gets the right amount of work to do at home. | 9 | 57 | 26 | 4 | 4 |
| The teaching is good. | 52 | 35 | 4 | 4 | 4 |
| I am kept well informed about how my child is getting on. | 52 | 30 | 17 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 65 | 13 | 17 | 4 | 2 |
| The school expects my child to work hard and achieve his or her best. | 78 | 13 | 4 | 4 | 0 |
| The school works closely with parents. | 57 | 30 | 9 | 0 | 4 |
| The school is well led and managed. | 61 | 22 | 13 | 0 | 4 |
| The school is helping my child become mature and responsible. | 48 | 43 | 9 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 48 | 30 | 13 | 0 | 9 |