

INSPECTION REPORT

CLENT PAROCHIAL FIRST SCHOOL

CLENT, WORCESTERSHIRE

LEA area: WORCESTERSHIRE

Unique reference number: 116796

Headteacher: MRS B. TURNER

Reporting inspector: S.DOBSON
18074

Dates of inspection: 21-22 MARCH 2000

Inspection number: 189684

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Bromsgrove Road Holy Cross Clent Worcestershire
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Telephone number:	01562 730668
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M. Pemberton-Whiteley
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clent Parochial is a small first school of 83 pupils which serves the residential village of Clent between Birmingham and Stourbridge. The school has a very low number of pupils eligible for free school meals and one pupil with English as an additional language. An average number of pupils are included on the school's register of pupils with special educational needs.

There is no nursery attached to the school, pupils start school at the beginning of the term before they are five years old. Baseline assessment indicates that pupils' achievement is as expected for their age. When they start school they join a mixed age class with some pupils from Key Stage 1. The school is organised into three mixed age classes including one which has pupils from two key stages.

HOW GOOD THE SCHOOL IS

Clent is a very effective school because it helps pupils to achieve high academic standards in almost all subjects, and also gives its pupils a very broad and well-balanced education. The staff of the school work very hard to give pupils this balanced education, putting a lot of effort into providing opportunities for pupils to develop socially and emotionally as well as academically. The school is very well led and managed and the staff and governors are a cohesive team who work together very well for the benefit of the pupils. This is seen regularly as governors join parents and other community members helping pupils in various activities. Above all, children and adults involved with the school enjoy their involvement. In common with all small schools, unit costs are relatively high but nevertheless, this school gives good value for money

What the school does well

- Teaching is consistently good being almost always good or better and never less than satisfactory. This means that pupils are constantly engaged in productive lessons and this helps them to achieve good standards in most subjects.
- Pupils' attitudes towards their learning, their teachers and other pupils are very positive. The school achieves high standards of behaviour and personal development through: good lessons which are challenging; the rewarding of good behaviour and the positive reinforcement and support which is given to all pupils.
- The school is very well managed. There is good monitoring of all aspects of the school's provision including the quality of teaching and learning, good management information is obtained and this supports the constant improvement of provision.
- All aspects of the care of pupils are very well managed. Pupils are clear about what is expected of them and they are able to contribute to their own learning and development.
- The curriculum is very well planned and the pupils have a very broad experience. There is good attention to pupils' personal development and very good provision for pupils' spiritual, moral, social and cultural education. The lessons are supplemented by a good range of extra-curricular activities, by educational visits and by involving visitors to school in pupils' learning. Involvement of the parents in the pupils' learning and in the life of the school significantly adds to the quality of education.

What could be improved

- The pupils' achievement in Information and Communications Technology is satisfactory but is not as good as in many other subjects. The school needs to bring standards in this subject up to the level of the other core subjects.
- The school has put significant effort into organising pupils' work since the last inspection. Teachers present pupils' work very well, but pupils do not present their own work to the highest possible standards.
- The outdoor area for children under five years old is under-developed and does not best support their learning.

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

This is a school, which is successful in almost every area of its provision. The strengths of the school far outweigh any of the areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Overall the school has made very good improvement since the last inspection and the school is well placed, because of good management, to make further improvement. The pupils' attitudes are very good, their rate of progress is good and their behaviour is very good throughout the school. There is no noticeable lowering of quality in any of these factors, which are closely linked to the quality of teaching, in any part of the school. Therefore improvement in this area has been very good.

Since the last inspection the school has agreed and produced a very effective marking policy which appropriately supports pupils' learning. All teachers follow the policy though some more consistently than others. In some classes this is applied at all times. Progress on this issue has been good.

In response to the last report, the school has changed the ways in which it saves and stores pupils' written work, individual sheets are now stored safely and bound at the end of a project. Work which is displayed around the school is very well presented. The school has made good progress on addressing the issue.

The school was asked to look at security and make the building secure. The necessary work has been undertaken and the school is now secure. Progress on this issue has been very good.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A	A*	A*
Writing	C	A	A	A
Mathematics	A	A	A	B

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

Standards are very high in reading and are in the top 5% nationally. Well above average standards have been maintained in reading over the last three years. It is therefore appropriate that the school's target is to maintain standards in this area of English. Standards in writing are similarly good and since 1998 have been well above average. Many of the pupils write very well for their age and many achieve the higher level in the end of key stage assessment. Standards in mathematics are consistently good. The slight dip in comparison with similar schools in 1999 is not considered to be significant and there is no evidence to suggest that this is part of a developing trend. However, the school has reviewed mathematics carefully in order to address any potential weaknesses. The school does very well to consistently achieve these standards. A higher than average proportion of pupils reach high levels in reading, writing and mathematics in tests at the end of Key Stage 1.

Pupils at year four are likely to achieve similarly high standards by the end of the key stage in most subjects of the curriculum. Standards in information and communications technology, whilst satisfactory and similar to those expected nationally, are not as impressive as those achieved in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to their work, their teachers and their lessons. They are both curious and confident and will, for example, talk with adults about what they are doing and ask questions to satisfy their curiosity. In the classroom and the grounds of the school, pupils display a great sense of curiosity and as a result, they become very knowledgeable about the school and the village.
Behaviour, in and out of classrooms	Behaviour is very good and there have been no exclusions. Mostly the pupils are highly considerate of each other and they act responsibly at almost all times.
Personal development and relationships	Relationships are very good. The staff and the pupils get on well together. Almost all of the pupils are eager to come to school. There is a very high level of take up of places in the after school clubs which the pupils enjoy. Pupils are happy to celebrate the achievements of others.
Attendance	The level of attendance is very good because the pupils are punctual at all times and the level of unauthorised absence is low. A high proportion of the existing absence is due to families taking holidays in term time.

The very good attitudes and behaviour which contribute greatly to the quality of learning, come about as a result of teachers having very high expectations and providing pupils with stimulating learning activities. Throughout the school, the teachers devote time to selecting and reinforcing positive features of each pupil; all are involved in this and pupils noticeably recognise personal strengths and ways in which they contribute to the school society. Many of the pupils are mature in their outlook and work to make the school a happy place. This adds greatly to the quality of the school.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school. Teaching is very good in 40% of lessons, good in 50 % and satisfactory in 10%. The quality of teaching has improved since the last inspection and is consistently good throughout the school.

There is consistently good teaching in English and mathematics. The teachers know the school's literacy and numeracy strategies well and they also have a good knowledge of their pupils. They are therefore able to match the content of lessons to the groups.

Pupils are taught well almost all of the time and the quality of teaching is rarely less than good and never less than satisfactory. The teachers' preparation for lessons is very good and resources for learning are well prepared, presented and used. In most lessons, the learning target is clear and it is often shared with the pupils. Good pace is maintained in all lessons, mainly through the lively input of the teacher or the well-chosen range of activities. Because of these strengths, pupils throughout the school, including those with special educational needs, are constantly engaged in learning and as a result, they reach standards which are high for their age. The weaker elements of teaching principally concern organisation of the timetable. Sometimes, periods in which pupils are expected to sit, often on the carpet and listen, are too long. The teacher's use of homework is satisfactory.

Pupils are positive about school and put a lot of effort into learning. They help to maintain the pace of lessons by asking sensible questions and making appropriate suggestions. The pupils concentrate well and are rewarded for completing tasks. The pupils have personal targets which they aspire to reach. Just occasionally, pupils' interest wanes if they have been working at one activity for too long and then their rate of progress slows.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good quality curriculum for the under fives based on the recommended areas of learning. It is also good for pupils in Key Stages 1 and 2. The school puts appropriate but not excessive emphasis on literacy and numeracy.
Provision for pupils with special educational needs	Provision is generally good. Pupils are given appropriate support and most progress at a similar rate to other pupils. Effective groupings within classes support these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural education is very good. There is a strong spiritual dimension to the taught curriculum and to the acts of collective worship. Pupils are given opportunities to consider and reflect. The moral and social provision is very supportive. Pupils are given a wide range of cultural experiences, artistic and musical, as well as experience of other cultures for example in a recent study of Australia.
How well the school cares for its pupils	The school cares very well for all the pupils. Staff have a high level of safety awareness. There is very good provision to promote positive behaviour and eliminate bullying and pupils are secure and happy. Good assessment helps the teachers to know the pupils very well.

The school offers a very good curriculum and all statutory requirements are met. An excellent range of extra-curricular and out of school activities supports learning. In addition, visits and visitors contribute to the quality of the curriculum. The assessment of pupils' progress is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. The headteacher represents the staff team well and is seen as leader by parents, pupils and governors. The school has a strong sense of direction and clear teamwork to which all staff contribute. Management is very good. Decisions are clear, based on accurate information and clearly expressed.
How well the governors fulfil their responsibilities	The governors fulfil their role very well. They are knowledgeable and supportive and are very well involved in the daily life of the school.
The school's evaluation of its performance	Very good. Good data gathering systems operate, clear performance criteria are used and outcomes of decisions are evaluated.
The strategic use of resources	Excellent. Within the finances available, the school is well staffed and very well resourced and there is a considered programme of school improvement.

The staff and governors work very well together. The headteacher gives clear leadership but the governors ask challenging questions and thereby help support clear thinking in the management of the school. Together they show a strong commitment to school improvement.

In areas of school improvement, the headteacher and the governors have a clear view of what they want to achieve and are able to set clear performance goals. For example, it

was decided that a nursery would benefit the school and the village, and through good planning and management, the project is nearing completion.

The governing body and the headteacher seek and check for best value in all aspects of dealing with school finances. They have a good knowledge of the financial management of the school and their long-term view of the school's finances is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Almost all children like school • Children make good progress • Behaviour in school • The provision of interesting activities outside lessons • The attitudes which the school promotes 	<ul style="list-style-type: none"> • The amount of homework should be increased. • More information should be given about children's progress. • The 'competition' element of sports • A very small minority of parents indicated a feeling of exclusion.

The inspectors agree that parents are accurate in their assessment of the strengths of the school.

Homework was checked thoroughly. The pupils currently receive at least as much as pupils in similar schools and this is in line with recent guidance. There may have been less consistent use of homework in recent weeks as classes changed locations in school and the library was moved to accommodate building work. From the information available inspectors judge that pupils get sufficient and appropriate homework.

Parents are clearly informed that the school is open for them to come in at the beginning of the school day to seek further information. Also newsletters carry much information about the content of pupils' learning. Staff escort pupils to their parents at the school gate at the end of the day, and many informal conversations take place. Reports at the end of the year are full and though they do not set clear targets in all subjects, they do meet statutory requirements. It is difficult to see how the school could offer much more information.

The parental concern about competition centres around the sports day which is not individually competitive. The staff have deliberately chosen to do this in order that the day can include everyone without fear of awkwardness or embarrassment. Other opportunities for competition are provided in the weekly games activities, and in inter-school sports of various kinds in which Clent is successful. In the classrooms there is often a competitive element, in part raised by the team point system. The school provides sufficient opportunities for pupils to experience competition; the purpose of sports day and the school's position on competition have possibly not been communicated well to parents.

As the issue of parental exclusion was raised, this was included in discussion with staff and was raised with parents who were standing in two groups at the school gates at the end of the school day. The parents at the school gate reported being very happy with all aspects of the school. On the evidence available, the inspectors find nothing to support the view that any parents are excluded.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is consistently good being almost always good or better and never less than satisfactory. This means that pupils are constantly engaged in productive lessons and this helps them to achieve good standards in most subjects.

1 The quality of teaching is a major factor in the success of the school. The teachers provide interesting and stimulating lessons and pupils respond well. One important factor in this is the quality of the teachers' planning. The teachers' weekly plans clearly identify what the pupils are intended to learn and these are adjusted on a daily basis to meet the pupils' needs. This clearly occurs when pupils are learning to add numbers to ninety nine. The teacher knows the pupils well enough to gauge exactly the questions which are challenging for each group, and the group tasks are exactly matched to the needs of the pupils. This is the result of very good planning based on what the teacher knows of her class.

2 All teachers give very good introductions to their lessons. This is very noticeable at the beginnings of literacy and numeracy sessions when the learning points are very well explained and explored, but also at the beginnings of other lessons. At the beginning of one art lesson, the teacher gave an excellent introduction to the pupils on the art of ancient Greece, giving details of styles and technique from a basis of good knowledge. This was delivered in an interesting manner, pupils' questions and comments were given an appropriate response and the pupils were then eager to get on with their own artistic efforts. This very good start to the lesson provided excellent pace for the whole of the afternoon.

3 The teachers manage the learning situation very well because they know clearly what they intend and have the management skills to keep the pupils to their tasks. This is particularly evident with the youngest pupil and children under five. Often with this age group there are other adults working in the classroom either on a paid or voluntary basis. The teacher gives written plans for each of the adults and discusses her intentions with them. She plans her own time to be fully involved with the pupils but is also able to maintain an overview of all the groups. She is therefore able to gauge the level of pupils' involvement and introduce changes as necessary.

4 Because the teaching is consistently good, the pupils are almost constantly fully engaged in learning and as a result, they achieve high standards.

Pupils' attitudes towards their learning, their teachers and other pupils are very positive. The school achieves high standards of behaviour and personal development through: good lessons which are challenging; the rewarding of good behaviour and the positive reinforcement and support, which are given to all pupils.

5 Almost all of the pupils enjoy school. They arrive on time, or indeed early, and many stay for after school clubs and activities. In any school event, almost all of the pupils are fully involved.

6 The pupils behave well at all times. This is mainly because they are interested in all that happens, and also because the school praises and rewards good behaviour and the pupils like to please the teachers. The good order, which is evident in lessons, is also a feature of break and lunchtimes.

7 The pupils comment that they all get on well together. They admit that some of the pupils find this more difficult than others but some of the older pupils see it as their role to help. The oldest pupils insist that there is no bullying and that any difficult behaviour is sorted out immediately. The pupils have great confidence in their own personal security.

8 The pupils enjoy talking with adults and each other and there is interesting and lively discussion of many aspects of school life. In lessons, for example when discussing Greek Myths, pupils appropriately interrupt the teacher to give additional information or to seek clarification. They work together in a very mature manner. These very positive features of the pupils' behaviour contribute significantly to the progress that they make.

The school is very well managed. There is good monitoring of all aspects of the school's provision including the quality of teaching and learning, good management information is obtained and this supports the constant improvement of provision.

9 Management at all levels is very good. The headteacher has a very good knowledge of the whole school and of each pupil. She has managed to create an open atmosphere where both teachers and pupils are pleased to celebrate their successes but are also unafraid to face their weaknesses. In this atmosphere there is constant improvement. This is seen in the very good planning which has evolved in the school and in the way in which teachers seek each other's help if necessary.

10 The headteacher in particular has undertaken a very useful programme of monitoring. There are visits to monitor teaching and learning in each classroom and also systems to monitor planning and the work of the pupils. The staff share in the outcomes of this and therefore the agenda for improvement is very clear to all.

11 The governors make a very good input into the life of the school. Many of the governors visit the school very regularly, to help in classes and to see what is happening. The governors are very supportive of the school, but nevertheless ask pertinent questions of the staff and seek clarification on any areas for development. The governors along with the headteacher have very good systems to ensure that the school seeks and obtains best value for money. The school makes excellent use of its available resources.

12 The school is very accessible to parents and most of the parents feel that they can ask questions and get information. There are good links between the governors and the parents. The school is very much a part of the local community.

All aspects of the care of pupils are very well managed. Pupils are clear about what is expected of them and they are able to contribute to their own learning and development.

13 The staff make accurate assessments of many aspects of their pupils' achievements and they keep accurate and suitably detailed records of both academic and personal development. All of the staff know all the pupils well and are therefore able to offer help where it is needed. From these assessments and records, the staff are able to suggest targets and share these with the pupils. The pupils are aware of their personal targets. One good example of this is seen in the reception and Year 1 class where the teacher and the nursery nurse are able to provide appropriate levels of support to help the youngest children with quite difficult work on making a container for Cinderella's Slipper.

14 Very good systems are in place to ensure pupils' welfare, and general safety. The school is secure and child protection procedures are good. The school offers before and

after school care facilities which are organised to the same high standards as the rest of the school. Holiday clubs are also provided.

15 One key feature of the success of the school in this area is the accessibility of all the staff to the pupils. There is an open and honest relationship and pupils know that their issues will be sensitively handled.

The curriculum is very well planned and the pupils have a very broad experience. There is good attention to pupils' personal development and very good provision for pupils' spiritual, moral, social and cultural education. The lessons are supplemented by a good range of extra-curricular activities, by educational visits and by involving visitors to school in pupils' learning. Involvement of the parents in the pupils' learning and in the life of the school significantly adds to the quality of education.

16 The school has made changes to the curriculum to accommodate increased emphasis on literacy and numeracy but has not lost the balance and breadth of the curriculum which is very good. All of the subjects of the National Curriculum and religious education are taught and there is good breadth within each subject. There is for example, extensive written work in religious education in Key Stage 2. This very good balance and breadth has been maintained because the teachers fully recognise the contribution of, for example literacy to history and vice versa and waste little time on unnecessary repetition.

17 The school has fully considered the curriculum guidance available from the Qualifications and Curriculum Authority (QCA) and has made some adjustments to ensure that all areas are covered. In addition to the National Curriculum, the school gives time and attention to other aspects of learning. One of the guiding principles of the school is that pupils excel in different areas and there is a determination to provide as many opportunities as possible. Pupils' personal development is enhanced by structured opportunities to enhance pupils' self-esteem and through class discussion, which focuses on many aspects of good citizenship. Opportunities are provided in each class to select a pupil of the week and these pupils are given many opportunities to exercise initiative.

18 Beyond the classroom the breadth of opportunity continues. In developing the school, there has been good attention to the needs of different groups of pupils and in the attractive outdoor area there are opportunities for quiet reflection, discussion, adventurous physical games as well as the usual playground surface for ball and other games. This area is used very well by staff to give pupils opportunities to take turns and to manage use of space.

19 Extra-curricular activities, visits and visitors add to the curriculum. The school provides an art club, recorder groups, keyboard lessons, French lessons and sports clubs. Residential and other visits are organised. This is a very good level of provision for pupils up to the age of nine.

WHAT COULD BE IMPROVED

The pupils' achievement in Information and Communications Technology is satisfactory but is not as good as in many other subjects. The school needs to bring standards in this subject up to the level of the other core subjects.

20 The pupils broadly cover the content of the National Curriculum, and statutory requirements are met, but standards in this subject are noticeably lower than in most others.

21 Information and communications technology is taught formally to pupils, the teachers demonstrate the use of various programs and equipment and the pupils, over time, have the chance to practise these skills. However, opportunities are limited by the amount and range of equipment and access to computers, though use of tape recorders and language teaching machines is good.

22 The school does not yet benefit from linked computers, though this is planned. Pupils make relatively little use of information and communications technology to support other subjects. They do however use computers with some confidence. At the present time there is no access to the Internet and only a limited range of appropriate resource material.

The school has put significant effort into organising pupils' work since the last inspection. Teachers present pupils' work very well, but pupils do not present their own work to the highest possible standards.

23 One of the key issues from the last inspection was to improve the ways in which the school organises and presents pupils' work. This has been done very well, all loose-leaf work is held in ring binders and then units of work are spirally bound. This means that pupils' work is kept in an orderly and clean condition.

24 However, the pupils' work is not presented to the highest standard. Some of the pupils' handwriting is unnecessarily untidy. Whilst mostly pupils form letters correctly, many, even of the older pupils, hold pens and pencils awkwardly and the size of letters is uneven. Some of the pupils have written very mature, high quality poetry, but it is difficult for others to read because of the untidy handwriting.

25 Also, when laying out work, many of the pupils fail to include a date, and headings, where underlined, are done so freehand, often in the form of untidy squiggles. When producing covers for topics, little care is taken to make them look attractive or interesting. The school currently makes little use of the potential of information and communications technology to make improvements to some of these areas. On some occasions, the layout of mathematics leads to inaccuracy, for example where pupils try to squeeze three digits into one square in their number books.

The outdoor area for children under five years old is under developed and does not best support their learning.

26 At the time of the inspection the school was undergoing building work and the outside area was not in use.

27 The outdoor area for children under five is adjacent to the reception classroom and is a safe and accessible space. At various times, the teacher takes resources and equipment outside and uses it as an additional space for learning. However, the area is not attractive or particularly useful and adds little to what can be learnt in the classroom.

28 The area is partially paved and partially grassed and the grass area is often too wet to be useful. There are no plants in the outside area and no opportunities to significantly extend children's knowledge and understanding of the world. There are no seating areas or spaces for children to work quietly.

29 The area is too small for wheeled toys which might encourage co-operative skills or physical co-ordination. Resources and equipment generally are unsatisfactory for this area.

30 Within a very short time, a nursery unit is to be sited very close to the reception classroom and the school has recognised the potential to provide shared outdoor learning spaces.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31 High standards are achieved in most areas of school life. In order to raise the standards in the remaining areas, the headteacher and governing body should:

- (1) Improve standards in information technology from satisfactory to good by:
 - Providing pupils with better access to information and communications technology resources;
 - Making better use of information and communications technology to support all areas of the curriculum.
- (2) Raise the standards of presentation and improve the accuracy of pupils' written work by encouraging teachers to:
 - Teach pupils how to lay out work
 - Help pupils to improve their writing techniques
 - Insist on higher standards of presentation in both classwork and homework
- (3) Improve the quality of the outdoor learning area for children under five by:
 - Providing better resources and equipment
 - Improving the quality of the ground surface
 - Providing stimulating learning opportunities as a part of the regular, planned entitlement for children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
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	40	50	10	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 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		83
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		0
Number of pupils on the school's special educational needs register		20

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.4

Unauthorised absence	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	10	9	9
	Total	20	19	18
Percentage of pupils at NC level 2 or above	School	100 (100)	95 (100)	90(100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	9
	Girls	9	9	8
	Total	19	18	17
Percentage of pupils at NC level 2 or above	School	95 (100)	90 (100)	85 (100)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	83
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	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-Y4

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	49

Financial information

Financial year	1998-99
	£
Total income	161150
Total expenditure	175373
Expenditure per pupil	2192
Balance brought forward from previous year	20926
Balance carried forward to next year	6703

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	51	38	5	3	3
Behaviour in the school is good.	49	43	0	0	8
My child gets the right amount of work to do at home.	30	46	14	5	5
The teaching is good.	65	27	3	0	5
I am kept well informed about how my child is getting on.	35	49	11	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	3	5	0
The school expects my child to work hard and achieve his or her best.	57	41	3	0	0
The school works closely with parents.	62	27	8	3	0
The school is well led and managed.	59	32	0	8	0
The school is helping my child become mature and responsible.	62	32	3	3	0
The school provides an interesting range of activities outside lessons.	59	35	5	0	0