

INSPECTION REPORT

HOOK C E PRIMARY SCHOOL

Goole

LEA area: East Riding of Yorkshire

Unique reference number: 118029

Headteacher: Mrs J C Huscroft

Reporting inspector: Mr Robert Robinson
21024

Dates of inspection: 3 – 5 July 2000

Inspection number: 189777

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Garth Lane Hook Goole East Yorks
Postcode:	DN14 5NW
Telephone number:	01405 762576
Fax number:	01405 762576
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P Bell
Date of previous inspection:	7 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Robert Robinson	Registered inspector
Mary Le Mage	Lay inspector
Brian Griffiths	Team inspector

The inspection contractor was:

Leeds Metropolitan University

Schools Inspection Service
Fairfax Hall
Beckett Park Campus
Headingley
Leeds
LS6 3QS

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small Church of England primary school for boys and girls aged 4 -11 years that serves the village of Hook and surrounding areas including part of the town of Goole. It has 162 pupils, 78 boys and 84 girls, who attend full time. There is a very small proportion of pupils from minority ethnic backgrounds though no pupils are learning English as an additional language. Thirty pupils (18.5 per cent) are on the register of special educational needs which is about the national average. A very small proportion of pupils has a statement of special educational needs. Children's attainment on entry to the reception class is about average for four-year-olds. The percentage of pupils known to be eligible for free school meals is about eleven per cent which is below the national average. The number of pupils at the school has increased significantly since the last inspection from 128 pupils to 162; the increase is mainly the result of the recent popularity of the school.

HOW GOOD THE SCHOOL IS

This is a very effective school which provides a rich and interesting curriculum for pupils. Academic standards are well above average and pupils' behaviour and attitudes to school are good. The provision for pupils' personal and social development is a particular strength. The quality of teaching is never less than satisfactory and very good for older pupils. The leadership and management of the school are very good. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are high by the time pupils leave the school at the age of eleven, as are standards in most other subjects, because of an effectively taught, rich and well-planned curriculum.
- Pupils' personal development and involvement in their own learning are very effectively enhanced.
- Parents and other helpers provide high standards of support for pupils' learning.
- The leadership and management of the headteacher and other senior staff are very good and are very well supported by governors.

What could be improved

There are no key issues; however, the following minor points for improvement were noted during the inspection:

- There are insufficient opportunities for regular and frequent energetic physical activities for children under the age of five.
- Reports to parents regarding their children's progress do not give a clear picture of their achievements nor areas for further improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in October 1996. Pupils' attainments in the national tests for eleven-year-olds have improved significantly in English, mathematics and science. Strengths in teaching and pupils' attitudes to their work and behaviour have been maintained. Pupils' involvement in their own learning builds up as they get older and it is outstanding by Year 6. The leadership and management remain a particular strength of the school. The areas for development highlighted in the last inspection have been tackled systematically and effectively. The results are shown in the good improvements in reading of both boys and girls by the age of eleven and the further enrichment of the curriculum through the increased provision for drama as well as the close monitoring of pupils' achievements and setting of challenging targets for improvement. The headteacher, other staff, governors, parents and members of the local community work very well together so that the school is well placed to continue to improve.

STANDARDS

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

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

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

The results shown in this table are very impressive. In English and mathematics pupils' performance since 1998 has been consistently well above both the national average and the average in schools with pupils from similar backgrounds. In science for the last two years' standards have been in the highest five per cent both compared to the average of all schools nationally and to similar schools. Inspection evidence confirms high standards again this year in English, mathematics and science.

Pupils' achievements overall from entering the school at the age of four to leaving at the age of eleven are very good. The lack of opportunities for energetic physical activities restricts the progress of children under the age of five in this aspect of physical development. The school sets yearly targets for pupils in English and mathematics and these are reviewed termly. The targets set this year for pupils by the age of eleven are demanding though pupils are on course to exceed them as a result of the high quality of teaching for eleven-year-olds and the pupils' strong desire to succeed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school. They show high levels of interest and enthusiasm towards their work.
Behaviour, in and out of classrooms	High standards of behaviour are apparent in lessons and in the playground.
Personal development and relationships	Very good; pupils relate well to each other and to their teachers. They become increasingly confident and use their initiative exceptionally well to improve their learning.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

The quality of teaching and learning was very good or better in six out of 16 lessons seen, good in three lessons and satisfactory in seven lessons. The quality of teaching of eleven-year-olds was very good or excellent. The teaching of English and mathematics for seven to eleven-year-olds was very good.

The basic skills of numeracy and literacy are taught well and teachers plan to practise pupils' learning of literacy and numeracy very well in other subjects. Information technology supports teaching and learning very effectively in other areas of the curriculum. Planning is of a high standard. A particular strength of teaching is the very effective deployment of classroom assistants, parents and members of the community to push pupils' learning on well; this has a most positive impact on pupils'

achievements. Occasionally the pace of learning of seven-year-olds is not brisk enough though the thoroughness of planning means these pupils still make satisfactory progress. The teaching of pupils with special educational needs is effective and they make good progress. Teachers provide insufficient time for the physical development of children under the age of five.

In the best teaching pupils are confident to develop their learning very well indeed in an industrious working environment. Teachers share lesson plans with pupils and this enables the pupils to understand fully what they are about to learn and to explain to others clearly what they are doing and why. Teachers and classroom helpers provide very good support for groups of pupils whilst other pupils continue their tasks independently with excellent concentration, interest and behaviour. The school prepares pupils very well for their next stage of learning at the secondary school. The school meets the needs of its pupils very well indeed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very interesting and stimulating range of high quality learning opportunities for its pupils. The strategies for teaching literacy and numeracy skills are very effective. Links with the community, in particular, enhance pupils' learning.
Provision for pupils with special educational needs	Good; pupils are given good support from teachers and classroom assistants. The pupils' needs are identified clearly in their individual education plans.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal development, including spiritual, moral, social and cultural development, is very good. Pupils are helped well to develop their own sense of self-respect and responsibility, and to gain a sense of pleasure in the arts and a better understanding of their culture and the beliefs of others.
How well the school cares for its pupils	The school cares for its pupils' needs well. Members of staff know the pupils well and respond to them in caring and encouraging ways.
How well the school works in partnership with parents	Parents are overwhelmingly supportive of the school. The school provides parents with insufficient information in the pupils' annual report of how well their children are doing and how parents can help them improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are very good. The headteacher and deputy headteacher work very effectively with the curriculum co-ordinators to promote high standards. The aims and values of the school are promoted exceptionally well.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties very effectively and provides very clear direction to the school. The governors are very aware of the strengths of the school and of areas for improvement.
The school's evaluation of its performance	The school has identified areas for development very well and monitors standards effectively.
The strategic use of resources	The school deploys its staff very well and uses parents and other volunteers most effectively to support teaching and learning. The accommodation is of good quality and is enhanced by the high standard of displays of pupils' work. The school uses its resources well and ensures these are accessible to pupils and kept in good condition; however, there are insufficient resources for outdoor activities for children under the age of five. The timetable for children under the age of five does not provide sufficient time for energetic physical activities either indoors or outdoors. There is a high standard of financial planning and the school is careful to use its money wisely for the benefit of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school.• Children make good progress because the teaching is good.• Parents are comfortable talking to staff.• Children are expected to work hard and achieve well.• The school helps their children become more mature and responsible.• The leadership and management of the school are of a high standard.	<ul style="list-style-type: none">• Information about how well their children are doing at school.• The range of activities outside the classroom.

Inspectors agree with the positive views of parents. The school provides many opportunities for parents to discuss their children's progress. However, the quality of pupils' reports for parents do not provide sufficient help to parents to enable them to understand clearly how well their children are doing and how they can assist their children's learning. The school provides a good range of activities outside the classroom.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are high by the time pupils leave the school at the age of eleven, as are standards in most other subjects, because of an effectively taught, rich and well-planned curriculum.

- 1 The 1998 and 1999 national tests for eleven-year-olds show that pupils' performance in English and mathematics was well above the national average and well above the average in schools with pupils from similar backgrounds. In both years, pupils' performance in science was very high (in the highest five per cent nationally) both compared to pupils in all schools and in schools with pupils from similar backgrounds. Inspection evidence shows that this remarkable consistency of high standards is apparent in the present group of pupils at Year 6. The results of the national tests for eleven-year-olds have risen significantly since the last inspection. Boys and girls generally do equally as well and over the four-year period (1996-1999) their average performance is well above the national average in English, mathematics and science.
- 2 The curriculum is well planned to ensure that all subjects of the National Curriculum are taught effectively and provide very good support to developing pupils' skills in literacy and numeracy. There is a very strong commitment by the whole school to provide a challenging and creative curriculum suited to the needs of the pupils, including higher attainers as well as pupils with special educational needs. Educational visits form the focus for much of each term's work. For example, older pupils during the inspection were engaged exceptionally well in tasks connected to a visit to Whitby, pupils at Year 2 and Year 3 were learning well through work started at a nature reserve and younger children were finding out more about insects, animals and life in the tropics following a visit to an environmental centre. The educational visits motivate the pupils to work industriously on tasks set at school as teachers plan meaningful activities with precise learning objectives to develop pupils' learning further in all subjects. Each year, members of staff plan together thoroughly for the year and then prepare broad outlines for each term. This planning is refined by teachers to produce modules of work for fortnightly periods during the year. This short-term planning is very detailed and links very well to the programmes of study of the National Curriculum and the national strategies for literacy and numeracy. Details of assessments are provided for each activity and teachers write precise evaluations following the completion of the work to assist future planning. Each subject co-ordinator monitors planning for their subject well and the headteacher also checks the planning thoroughly.
- 3 The quality of teaching and learning is very good for seven to eleven-year-olds; it was never less than very good for eleven-year-olds during the inspection and occasionally it was excellent. In lessons where teaching is exceptional, teachers have a high level of knowledge and understanding of developing pupils' learning through the use of literacy in different subjects; for example, pupils wrote interesting poetry, about the plight of a badger, in the style of the poet, Ted Hughes. They reflected maturely on their feelings about Whitby Abbey; 'she's unique, eerie, calm and creepy'. They devise a clear advertisement for a plant sale. They gathered information to justify their opinions and wrote letters to express their views on subjects such as the defence of the coastline. Pupils show immense interest in their work and they work very well in groups, discussing and note-taking. They take pride in their assignments and even the contents of their personal notebooks are of a high standard. Excellent use is made of

helpers to assist pupils to develop skills using paints and pastels resulting in standards of art that are well above those normally attained by eleven-year-olds.

- 4 In most subjects teachers use computers very effectively to assist the teaching and learning; for example, pupils at Year 3 used sensors coupled to a computer to check the changes in temperatures of plants over a period of time as part of a scientific investigation. Pupils at Year 6 confidently entered details of a street survey into a computer spreadsheet in order to produce graphs to assist a geographical study of the frequency of types of shops in a street in Whitby. Music lessons provide exciting opportunities for pupils to develop their skills as well as to gain confidence in performance; for example, pupils composed music, using a wide range of instruments, based on an environmental theme. The teacher explained carefully what they were aiming to achieve during the lesson. Pupils were very enthusiastic and very well behaved and produced very effective compositions to represent the movement of the clouds and the rippling of water, and to set poetry about a heron to music. Pupils worked extremely well together in small groups and were proud to play their compositions to the whole class.
- 5 Parents' views that their children make good progress are supported well by the inspection findings and the results of the national tests for eleven-year-olds.

Pupils' personal development and involvement in their own learning are very effectively enhanced.

- 6 Analysis of the parents' questionnaire and comments at the parents' meeting emphasise the particular strength of the school in enhancing children's personal development by providing them with responsibilities from an early age which are progressively increased as they get older. Parents are impressed, particularly by the work of the school council, and by the fact that their children have to write applications and be interviewed for positions of responsibility, such as setting out the hall for assemblies and acting as class monitors. Inspection evidence confirms the overwhelming positive view that the school helps children to become mature and responsible; this links most effectively with the strengths of pupils' involvement in their own learning.
- 7 Pupils' involvement in their own learning impacts significantly on the high standards that are achieved by pupils by the time they are eleven. The foundations for this development can be seen from an early age. Children under the age of five are encouraged to be independent. At the beginning of the day children post their name cards into a box to signify attendance. They quickly settle to their work; for example, children attached correctly pre-prepared labels to a display of the life cycle of a butterfly. They take responsibility for feeding the fish and remember to wash their hands after handling the fish food. Teachers trust children to handle carefully equipment such as an expensive pair of binoculars in the 'jungle' role-play area.
- 8 Pupils between the age of five and seven share equipment well and talk sensibly to each other about their work. They offer and accept help at above the usual level; for example, they share pencils and suggest to other pupils that they might find their pencils better to use. They admire and discuss the merits of their friends' work. They take pride in their achievements; for example, a pupil gave a picture to his teachers and said 'I'm proud of that!' Teachers display simplified small steps of learning referenced to the levels of the National Curriculum in English, mathematics, science and information technology. Teachers record pupils' attainments on similar sheets and

discuss with pupils what they have achieved and the next step of their learning, though a few seven-year-old pupils begin to record their achievements in information technology independently.

- 9 Increasingly, seven to eleven-year-olds record what they can do themselves and by the age of eleven are very aware of how they can improve; this spurs their learning on. In Year 3, pupils are highly motivated and work productively. This was seen in a music lesson when small groups of pupils took responsibility for developing their own tunes by productively working together with limited involvement of the teacher, as the teacher had prepared the pupils well for the task. In Year 4, pupils are so used to the organisation of lessons they work independently and in groups efficiently and the time spent on learning is maximised. In Year 5 and Year 6 pupils listen intently to teachers' clear explanations and then get on with their work most productively. Pupils know that teachers' written plans are readily available for their use and confidently take the planning and discuss it with partners to clarify what the outcomes of their learning should be. For example, two pupils spontaneously took the readily available planning to their desks and read it through to clarify their understanding of what they were expected to learn during the lesson. Pupils take responsibility very well indeed when using computers; for example, a small group of pupils had difficulties printing out work on a printer shared with other classes but they sorted out the problem on their own without having to call for assistance from teachers. Teachers provide very good opportunities for role-play to give pupils opportunities to empathise with other people's point of views, such as the suitability of Whitby as a tourist attraction for a person with disabilities, a cyclist and the parent of a young family. From the ages of eight to eleven pupils listen to younger pupils read regularly. Teachers challenge older pupils to find particular examples of letter combinations; for instance, they do this whilst listening to the younger pupils read. Pupils concentrate well and get to know their partners very well indeed. Older pupils are thrilled when younger ones correctly sound out words, following their assistance. Older pupils are very aware of the attainments of the younger pupils. For example, a pupil in Year 6 knew a pupil with special educational needs had a speech problem and worked sensitively with the pupil using a computer program and the younger pupil was confident to talk to the partner and it was obvious each pupil enjoyed and gained much by the experience.
- 10 The very effective provision for the personal development of pupils, including their spiritual, moral, social and cultural development, underpins the teaching and learning very well indeed and helps to improve pupils' self-respect and responsibility, and to improve their understanding of their culture and the beliefs of others.

Parents and other helpers provide high standards of support for pupils' learning.

- 11 Parents expressed, rightly, very strong support for the school at the parents' meeting and in the parents' questionnaire. A large number of parents regularly assist the teaching and learning of pupils throughout the school. A significant number of parents of former pupils and members of the community also help in the school. Teachers appreciate that in nearly every lesson there are helpers, including classroom assistants. The helpers are well trained by the school and some bring particular expertise to improve the provision for pupils. The arrangements the school makes, together with the exceptional commitment of the helpers, reflect the high standards pupils achieve.
- 12 The number of pupils in classes is higher than normally expected, particularly for four to seven-year-olds; however, the deployment of helpers is efficient and teachers

deploy adults very well to work alongside them to provide effective support for pupils. The adults have full access to the teachers' planning and know the teachers' expectations. In group work they provide high standards of help to pupils and are sufficiently well trained to allow pupils to use their initiative. Some helpers provide expertise which boost pupils' learning greatly. This is particularly apparent in the teaching of art, as local artists work alongside pupils; frequently, for example, they assisted pupils to develop their skills using paints and pastels by teaching advanced techniques to groups of pupils. The resultant pastel drawings from direct observation of a crab and a lobster, and paintings from photographs of Whitby Abbey, were of a standard much higher than normally seen in primary schools. Helpers give very good support to groups of pupils in music. Classroom support assistants and other adults provide invaluable support to teachers of younger children by working with groups to develop well skills of speaking and listening, reading and number.

- 13 Throughout the school, help from parents and members of the local community assist pupils' social development effectively as well as improving pupils' academic achievements. Pupils respect their helpers and appreciate the help they are given.

The leadership and management of the headteacher and other senior staff are very good and are very well supported by governors.

- 14 The leadership and management of the school are very good. The school is very effectively led by a very capable headteacher and deputy headteacher who are enthusiastic and determined. They lead the staff successfully to provide a creative curriculum with an emphasis upon very high expectations of pupils' achievements. There is a strong and effective team of teachers with management responsibility and the deputy headteacher sets a very high standard in the quality of teaching of the older pupils. Subject co-ordinators fulfil their roles very well indeed, monitoring the teaching and learning in their subjects effectively. The school meets the aims expressed in its vision statement exceptionally well. Parents are overwhelmingly in agreement that the school is led well.
- 15 The governing body is very knowledgeable and fully aware of its responsibilities. The governors are committed to the school and rightly talk about the good ethos of the school. They act very much as a critical friend and are extremely supportive of the staff. They have a wide range of expertise to bring to the school. They monitor academic standards effectively and the school very well. The governors have a good knowledge of the school through visits to classrooms and by inviting co-ordinators to meetings to explain how their subjects are taught.
- 16 The governing body works well with staff to set most appropriate priorities for improvement which are clearly documented in the school development portfolio. The governing body details its priorities clearly costing and identifying ways to measure the effectiveness of initiatives. A strong feature of the school development plan is the setting of targets to raise pupils' achievements. These targets are not only for the average level to be achieved by pupils but also are targets for the proportion of pupils to achieve higher than average levels as well as specifying minimum levels of the National Curriculum to be achieved by lower attaining pupils at the school. The school uses new technology, such as high specification computers and photocopiers, to provide very good support for teaching and learning as well as for school administration.

- 17 The particular strengths in the leadership and management of the school, the quality of teaching, the curriculum, partnership with parents and the very good provision for pupils' personal development all place the school in a favourable position to improve the present very high standards.

WHAT COULD BE IMPROVED

There are insufficient opportunities for regular and frequent energetic physical activities for children under the age of five.

- 18 An area of the playground directly accessible to the reception classroom has been fenced off recently to create an outdoor area for children under the age of five. Teachers use this area, when the weather is suitable, to develop pupils' learning in role-play activities, sand and water play and in some physical activities. However, there is no suitable large apparatus to enable teachers to develop further children's skills of balancing, climbing, jumping, landing, swinging, sliding and tumbling.
- 19 Teachers used the outdoor area satisfactorily during the inspection though planned insufficient opportunities to engage children in energetic physical activities. Children explored malleable materials and used simple tools. They altered the shape of their clay by rolling it to form coils to represent the shell of a snail and then attached it to the clay body of the snail using clay tools and a wet paintbrush. They were given satisfactory opportunities to use a plastic basketball stand to throw a large ball at a target. Children aimed a ball at skittles carefully.
- 20 The time allocated for physical education is limited as only two lessons are planned each week. Consequently, there are insufficient regular and frequent indoor and outdoor opportunities for energetic physical activities for the children under the age of five.

Reports to parents regarding their children's progress do not give a clear picture of their achievements nor areas for further improvement.

- 21 A significant proportion of parents express concern about the quality of information they receive about their children's progress. Although parents consider the school to be 'very open' and that staff are very approachable, about a quarter of parents responding to the parent questionnaire stated that they did not feel they were kept well informed about how well their children are doing at school. Inspection judgements are that information provided to parents is satisfactory overall but the annual reports on pupils' progress provide insufficient information as to how well children are doing and how parents can help their children to improve.
- 22 The pupils' profiles provide pupils and staff with a very clear picture of pupils' achievements and their next step of learning. This information is not communicated sufficiently to parents in the pupils' reports; for example, reference may be made to the fact that pupils enjoy using computers and are developing a range of skills. The pupils' record show, however, exactly which skills have been achieved and states the next skill to be attained. The reports for children under the age of five are very brief and provide very limited information of personal and social development, language and literacy and mathematical development but no information on children's progress in knowledge and understanding of the world, physical development or creative development.

- 23 The school is insufficiently celebrating the very good achievements of pupils nor is it sharing with parents the very detailed information it has of pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 24 There are very good systems in place to maintain the quality of education provided and there are no key issues for action for this school. However, in the context of the school's many strengths the following minor points for improvement should be considered in the governors' action plan:

- Improve the provision for the physical development of children under the age of five by:
 - providing daily planned opportunities for energetic physical activities;
 - increasing the range of outdoor equipment to include large apparatus suitable to develop children's skills in sliding, balancing, climbing, jumping, landing, swinging, sliding and tumbling.(paragraphs 18-20)

- Ensure pupils' annual reports for parents give a clear picture of children's achievements and their next step of learning.
(paragraphs 21-23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
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
6%	31%	19%	44%	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	162
Number of full-time pupils eligible for free school meals	10
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	30
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	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	8	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	8	8	7
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	84 (75)	88 (88)	88 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	8	8	8
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92 (88)	92 (87)	96 (88)
	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	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	8	8	8
	Total	15	18	18
Percentage of pupils at NC level 4 or above	School	83 (82)	100 (86)	100 (95)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	10
	Girls	8	8	8
	Total	14	18	18
Percentage of pupils at NC level 4 or above	School	78 (77)	100 (82)	100 (86)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	132
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)	6
Number of pupils per qualified teacher	27
Average class size	32.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	96

FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	260371
Total expenditure	282283
Expenditure per pupil	1732
Balance brought forward from previous year	36881
Balance carried forward to next year	14969

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	19	6	0	0
My child is making good progress in school.	67	26	4	2	2
Behaviour in the school is good.	70	28	0	0	2
My child gets the right amount of work to do at home.	50	44	0	0	6
The teaching is good.	85	11	4	0	0
I am kept well informed about how my child is getting on.	43	33	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	4	0	0
The school expects my child to work hard and achieve his or her best.	80	19	0	0	2
The school works closely with parents.	66	21	9	4	0
The school is well led and managed.	85	11	0	4	0
The school is helping my child become mature and responsible.	72	23	4	0	2
The school provides an interesting range of activities outside lessons.	55	21	15	4	6