

INSPECTION REPORT

EAST RAVENDALE C of E PRIMARY SCHOOL

East Ravendale, Grimsby

LEA area: North East Lincolnshire

Unique reference number: 118009

Headteacher: Mr M G Pickwell

Reporting inspector: Mrs M Hirst
11177

Dates of inspection: 13th – 14th March 2000

Inspection number: 190079

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Walk East Ravendale Grimsby North East Lincolnshire
Postcode:	DN37 ORX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Bishop
Date of previous inspection:	28 th October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Ravendale Church of England Primary School is a small school situated in a residential hamlet on the western outskirts of Great Grimsby. Apart from the old original brick building which contains the school hall and office, all classrooms are temporary demountable buildings situated on a slope in delightful wooded and garden surroundings. There are outside toilets for all pupils and staff. Pupils attending the school live in the surrounding villages and almost all are transported to the school by bus. Pupils join the school in the year in which they are five. Although most stay until they are eleven, a quarter move to and from the school within that period.

There are currently 114 pupils on roll of which 20 per cent are on the special educational needs register. Ten per cent of pupils are eligible for free school meals. Although pupils come from a variety of social backgrounds, a significant proportion of parents are professional people. There are three pupils with English as an additional language. A large number of the pupils attend the pre-school group which takes place in one of the demountable buildings within the school grounds. The attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

This is a very good school with many very good features. Pupils achieve well above average standards in English, mathematics and science by the time they leave the school and high standards in most aspects of their education. Particular strengths include clear positive leadership by the headteacher, good or very good teaching and excellent relationships. The school provides good value for money.

What the school does well

- Pupils attain high standards in English, mathematics and science by the end of Key Stage 2.
- Pupils' achievement in the range of other subjects is equally as high.
- The provision for children under five and those in the reception class is very good.
- Teaching in almost 80 per cent of lessons is good or very good.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils have very good attitudes to learning and always try to do their best
- The partnership with parents is very good and helps to promote the high standards of the pupils.
- The headteacher and governing body provide very good leadership and management creating a school that promotes high quality learning.

What could be improved

- Raising the quality of teaching and learning at Key Stage 1.
- Raising the levels of attendance.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has maintained satisfactory standards by the end of Key Stage 1 but achieved significant improvements by the end of Key Stage 2. The school has successfully dealt with the key issues identified through the last inspection and achieved improved standards. Schemes of work are in place for all subjects of the curriculum. A more detailed curriculum map ensures continuity of experience and progression in learning for all pupils. The school effectively uses a rigorous system of monitoring and assessment of pupils' achievements to plan work that is challenging and matches pupils' stages of learning. A detailed long-term strategic plan provides a clear vision for the future developments of the school. Whilst the school has maintained high standards in Key Stage 2 a fluctuation in pupil numbers and an unforeseen temporary staffing arrangement in Key Stage 1 has affected the expected standards at this key stage. This and the unauthorised withdrawal of children from school by a small number of parents is affecting levels of attendance and the continuity of pupils' learning. However, the school is fully aware of both of these issues and is well placed to continue to improve upon the high standards it is already achieving.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A	C	A	A	
science	A	B	A*	A*	

These results show that standards have fluctuated over the past three years but overall are well above the national average. The fluctuations in average test scores is due to the different sizes of cohorts of pupils which sometimes include as few as twelve children.

In 1999 pupils' achieved standards that were exceptional and well above the national average in English, mathematics and in science. Pupils achieved beyond the target the school had set for itself, placing it in the top five per cent nationally and compared with similar schools.

In 1999 standards in Key Stage 1 matched the national average in reading and in mathematics and were above the national average in writing. These results are the same when compared to similar schools. However, over a three-year period pupils achieve below the national average in all three areas and the performance of boys is significantly weaker than the performance of girls. During the inspection whilst standards are in line with those expected for pupils at the end of Key Stage 1 there is no evidence that girls are performing better than boys.

On entry to the school children achieve standards that are average for their age. In the reception class they make good gains in learning and almost all are in line to achieve the early learning goals for their age. A third of the children are likely to achieve beyond the level of development expected for their age in language and literacy, mathematics, knowledge and understanding of the world and in personal and social development. By the end of Key Stage 2 most pupils achieve a high level in all subjects and aspects of the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested and eager to learn in all lessons and after-school activities. Pupils concentrate and are keen to do well.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good. Pupils are respectful towards each other and towards adults. Relationships between all members of the school community are excellent.
Personal development and relationships	Pupils are keen to take responsibility whenever the occasion arises. They show a maturity to carry out additional duties with confidence.
Attendance	Attendance is average. However, a minority of families withdraw pupils from school in excess of ten days for holidays.

Relationships in the school are excellent. All of the staff, both teaching and non-teaching, set an excellent example to the pupils in their positive attitudes and supportive behaviour. Pupils respond well to this example. Their behaviour is very good and pupils form very good work habits in response to teachers' high expectations. Although attendance is satisfactory a small number of pupils are withdrawn from school beyond the accepted ten-day period and this effects continuity of learning.

TEACHING AND LEARNING

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

Overall the teaching is good. In Key Stage 1 the teaching is satisfactory and in the reception class and in Key Stage 2 it is very good. Almost 80 per cent of the teaching is good or very good.

In the reception class a very good range of practical activities enables children to develop in all aspects of learning recommended for their age. Opportunities for personal and social development and language and literacy are very good.

In Key Stage 2 the teaching of literacy and numeracy is good and often very good. The lessons have very clearly focused objectives and are taken at a brisk pace. Teachers have

good subject knowledge, use targeted questions to make pupils think and they have high expectations of what pupils can achieve. In Key Stage 1 teachers' expectations are not as clear and there is a lack of pace in lessons. This affects the quality of pupils' learning. Throughout the school, teachers' planning and use of assessment are very good. The very good use of support assistants and other adults ensures that all pupils including those with special educational needs make good gains in their learning. The organisation and management of lessons are consistently very good. Relationships in all classes are exemplary and contribute effectively to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five is very good. It provides a good balance of activities which ensure that children are well prepared for compulsory education at the age of five. In Key Stage 1 and Key Stage 2 the curriculum is broad, balanced and relevant. It is well planned to meet the needs of and abilities of all pupils. The good range of extra-curricular activities, provided by the school and by outside visitors, extends the pupils' skills, knowledge and understanding.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The school pays careful attention to meeting the needs of all pupils. It implements effectively individual educational plans and reviews them regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Throughout the school day moments for prayer and reflection contribute greatly to pupils' very good spiritual, moral and social development. Provision for pupils' cultural development is good. There are good opportunities to appreciate cultural traditions.
How well the school cares for its pupils	Very good policies for health and safety and for child protection. The school provides a safe and secure environment for all pupils to learn effectively.

By the end of Key Stage 2, pupils achieve high standards in all aspects of the curriculum. Parents are very pleased with what the school provides. They praise the caring, supportive community ethos that the school creates and appreciate the high standards that their children achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership by the headteacher promotes high standards of personal and academic achievement and provides clear educational vision for the school.
How well the governors fulfil their responsibilities	The governors are very effective. They are committed, hard-working and fulfil all their statutory duties.
The school's evaluation of its performance	The school has set challenging yet realistic targets for the future. It uses effectively a rigorous process for analysing pupils' performance to track individual pupil achievement, monitoring this against school targets. Monitoring pupils' quality of work in the classroom is not sharp enough.
The strategic use of resources	The school makes very good use of staff and of material resources. Clearly defined school priorities linked to the budget management plan ensure high standards are upheld. The use of the building and the very difficult site is excellent.

The headteacher and governors provide very good leadership and management of the school. They are effective in establishing an orderly, safe, caring school with a strong sense of community. The ethos within the school is excellent; high achievement, consideration of and courtesy towards others are a part of every school day. Although monitoring of teaching and learning is carried out by the headteacher and co-ordinators a more formalised process for monitoring the quality of pupils' work is not developed sufficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • One hundred per cent of parents feel comfortable approaching the school. • Parents are confident that the school is led and managed very well. • Parents are happy that children are expected to work hard and do their best. • Parents appreciate the good quality of teaching. • Parents are very happy that the school prepares their children for life. • Parents acknowledge and enjoy the strong links that exist between school and home. 	<ul style="list-style-type: none"> • Parents would prefer to see a greater range of activities provided outside the school day. • A small number of parents are unhappy about the amount of information they receive about their children's progress.

Inspection findings endorse the very supportive views expressed by the parents but found no evidence to suggest that the school did not provide sufficient activities outside of school

or that there was insufficient information sent to parents about their children's work and progress. The school run several clubs at lunch-time and also buys in the services of fully qualified experienced trainers for football. Suitably qualified parents run a very successful netball club on a voluntary basis. Parents are provided with an annual report for their children and the school arranges two further parents' consultation evenings when parents can discuss their children's work with staff. During the inspection parents were seen to talk to staff informally at the start and end of the day. Given that parents are happy to approach the school with their concerns these arrangements are good and effective in keeping parents informed about their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain high standards in English, mathematics and science by the end of Key Stage 2.

1. Pupils achieve standards that are well above the national average in English, mathematics and science. These high standards enabled the school to achieve the top position in the North East Lincolnshire primary school league tables.
2. On entry into the reception class children attain standards expected for their age in all areas of development. They make good gains in their learning and by the age of five achieve above average attainment in language and literacy, mathematics, knowledge and understanding of the world and in their personal and social development. Children speak confidently, have a good knowledge and understanding of single letter shapes and sounds, recognise and read several high frequency words, write their names legibly, label parts of a plant accurately and share their ideas during role-play showing good consideration for others. In numeracy, children count confidently to 20, know and name simple shapes and understand words such as heavier and lighter. They know that a boat will sink when full of plastic animals but will float when empty. Through practical investigations using plants and a magnifying glass, children identify stalk, leaf, petal and root and use literacy skills to label diagrams effectively.
3. In Key Stage 1 pupils achieve standards that are above average when compared to all schools nationally in writing and average standards in mathematics and in reading. Teacher assessments show that pupils achieve well above average standards in science. Throughout the key stage pupils continue to make steady gains in their learning.
4. By the end of Key Stage 2 pupils achieve well above average standards in English, mathematics and in science.
5. In English pupils read fluently using very good skills of inference and deduction of characters and plot. Pupils have well developed skills of punctuation and spelling which they use confidently to write for a range of purposes. For example, pupils plan and write a script to support an argument about the merits or otherwise of eating chocolate. They demonstrate good use of language and excellent speaking and listening skills as they recall reasons for their choice.
6. In mathematics, pupils have a very good understanding of the four operational skills and use this knowledge with skill to solve problems. For example, pupils use multiplication effectively to calculate the perimeter and area of shapes found within a rectangle. They have a very good understanding of technical language such as 'product', 'partitioning' and 'doubling' and enjoy the challenge of solving problems. As one pupil with special educational needs said, "I enjoyed that. It was fun".
7. Pupils use literacy and numeracy skills very effectively to record scientific investigations. For example, they predict, plan, investigate and record their findings using text, graphs and diagrams. Pupils have a secure knowledge and

understanding of forces, aspects of light and sound and the phenomena of earth and space. They use investigation well to find out how light affects the eye and how sounds are made through vibration. Pupils constantly use scientific language such as 'transparent' and 'translucent' and change different variables when planning a fair test. Pupils take a pride in their work, and presentation in their exercise books is of high quality. Teachers reward them with praise and appropriate supporting comments which motivates them to do their best.

8. Teachers' detailed planning, high expectations and very good opportunities for pupils to learn through taught, shared and individual sessions ensure all pupils achieve the standards of which they are capable. The quality of discussion in all lessons is excellent.

Pupils' achievement in the range of other subjects is equally as high

- 9 In all other subjects pupils achieve above national expectations. Pupils with special educational needs who find learning difficult make good progress towards the appropriate targets set for them in their individual education plans. Across the school teachers give great emphasis to literacy and numeracy and use this well to support all subject areas. Pupils utilise effectively the very good level of reading to skim and scan information for research purposes. For example, they collect information from the Internet for history, science and geography and identify accurately the facts required for their work such as those about the effects of light on the pupil of an eye. They use information technology to edit and print reports such as the school newspaper, to create angles and shapes using logo and to collect and display data through graphs, charts and spreadsheets. Pupils use computers with skill and confidence. They use their high standards in numeracy well to classify, compare and measure in several subjects. Good examples were seen in geography and in design and technology and in a lesson where pupils in Key Stage 1 prepared a programme for the floor turtle using graph paper. In all lessons the excellent relationships and the value placed on assessment enables teachers to build successfully on to pupils' achievements.

The provision for children under five and those in the reception class is very good.

- 10 The achievement of children under five is very good across all the areas of learning. Emphasis is placed on the acquisition of early reading, writing and numeracy skills within a secure and stimulating environment. For example, children talk about seeds and bulbs growing, help dig and prepare compost in the sand tray, use different movements to avoid the flower beds in physical education, work in the garden centre selling shrubs and seeds to friends and visitors, listen and read stories from the computer and tape recorder, write and send invitations to a party, find rhyming words to match with flower, paint, experimenting with colour to create artificial flowers to plant in pots and work with numbers up to 20 using practical apparatus. Children are learning new techniques and skills in all areas of the curriculum.
- 11 The quality of teaching and learning is very good. Planning is a strength of all teaching and the school provides work to meet the needs of children of different ability. It provides challenging learning situations in a stimulating environment. The wide range of rich learning opportunities for children to explore, investigate and participate in class

activities results in the growth of a sense of self-esteem and worth. The adults' very good use of language is reflected in the children's responses to questioning and discussion such as the ones about the parts of a plant. They use assessment very effectively to check children's progress as they work. They make very good use of the skills of the nursery nurse and adult helpers who work together as a well-motivated and committed team. The high expectations of the teacher and her team enable children to learn in a calm, well organised and stimulating environment.

Overall the teaching is good with almost 80 per cent of lessons observed being good or very good.

12. In Key Stage 2 teaching is consistently of a high quality in all subjects. A strength of the teaching is the ability of teachers to present lessons in an accessible, exciting way, which immediately attracts and holds pupils' attention. For example, in religious education pupils are quickly introduced to a theme about brothers and sisters. All pupils relate well to the subject, respond well to questioning and confidently compare their own experiences to those of a Hindu family. They discuss with maturity showing a very good understanding of different relationships that exist in families. Teachers have high expectations of what pupils can do and they use assessment very effectively to build on to pupils' learning. Lessons are well planned, have clear objectives and proceed at a brisk pace. The good quality of questioning shown by teachers challenges pupils' thinking and checks understanding. Teachers place great value on pupils' contributions which help develop the content of the lesson, making it meaningful for pupils.

13. The quality of planning and assessment has improved significantly since the last inspection and is now very good. The teachers' response to the children's work, verbally and in formal marking is supportive and demanding of high standards. A policy for more able pupils is a new development in response to the previous inspection. The school uses it well to extend and challenge pupils to achieve the highest levels of learning. Pupils receive these challenges well. They enjoy and welcome the opportunity to use their knowledge and understanding to solve problems. Homework is very effective and teachers use it well to support and consolidate the work carried out in lessons.

Pupils have very good attitudes to learning and always try to do their best.

14. Pupils' attitudes to learning are excellent, their behaviour is very good and relationships are of the highest quality. These aspects make a strong contribution to the quality of the education provided. Very good work habits are formed as pupils respond to teachers' high expectations. They are highly motivated, concentrate well and respond appropriately to questions and instructions. The pupils work hard at a good pace and persevere in the face of difficulties.

15. A particularly strong feature of the school is the collaborative work of the pupils. They adapt to working in different groups and enjoy helping one another. This is especially commendable in view of the relatively high number of arrivals and departures of pupils from different classes. The pupils are interested in and keen to talk about their work. They show a high level of independence. Respect for each other and adults is a strong feature that prevails throughout the school day.

The school makes very good provision for pupils' spiritual, moral, social and cultural development to which pupils respond equally well.

16. The school makes very good provision for pupils' spiritual, moral, social and cultural

development and has successfully maintained the high standards achieved in the previous inspection. Pupils have many opportunities to gain knowledge and insight into their own and other people's values and beliefs. In lessons pupils explore their personal creativity in art and in music and they reflect thoughtfully on matters important to them through the discussion of texts in English. Teachers plan assemblies well and present them thoughtfully, providing moments of quietness for pupils to consider and explore their own emotions and feelings.

17 The school is a well ordered community promoting a sharing and caring ethos with a clear moral code for good behaviour. Pupils have a strong sense of what is right and wrong. Staff and parents provide excellent role models and set a good example. Social development is promoted very well and is seen in every area of the curriculum developing high self esteem and positive social interaction. Older pupils undertake a range of tasks around the school such as looking after younger pupils during lunchtime and feeding the birds. Pupils work very well together organising their own learning effectively.

18. Pupils become culturally aware through their work in lessons, displays and through visitors to the school. Pupils learn about aspects of British culture in subjects such as English, art, history and music. A strong emphasis is laid on the development of knowledge and understanding of other cultures during assemblies, during lessons in religious education and in geography. Pupils' support for a little girl in Nepal provides a strong focus for the development of pupils' cultural awareness.

The headteacher and governing body provide very good leadership and management creating a school that promotes high quality learning.

19. The very good leadership from the headteacher promotes high standards of personal and academic achievement and provides a clear educational vision for the school. He has a strong commitment to the caring, community ethos of the school and to the process of raising standards. The staff support him very well. Parents and the local community respect him and pupils know what is expected of them and they try hard to achieve the highest standards. The Christian ethos of the school is very good. It positively supports the school aims and provides a very good basis upon which all school policies are based. The success of the school is shown in the high standards achieved, pupils' very good attitudes to learning, the excellent relationships and a strong sense of team work between all those associated with the school.

20. The governing body provides very good support to the school and the headteacher. They are involved in school life and very well informed about the school's work, its achievements and its developmental needs. Governors clearly understand their roles and participate fully in planning for the school's development. They have worked closely with the headteacher and staff to set future targets being mindful of different cohorts of pupils and the factors that can affect the school's overall performance. Governors have a depth of knowledge and understanding of the school and use this effectively to assign priorities to different areas in the school development plan. For example, they understand the complex management issues of running the school site and persevere annually to achieve a capital grant to cover the costs of a new building. The central focus of their work is the pupils. Governors work hard to provide an environment and learning opportunities that will help pupils to achieve high standards.

The partnership with parents is effective and helps to promote the high standards of the pupils.

21. Parents are very pleased with the caring and professional attitudes of staff and all aspects of their children's development. One hundred per cent of parents feel comfortable approaching the school and strongly support the school's aims and values. They strongly support the leadership of the headteacher and have confidence in the school to enable children to achieve high standards in all aspects of learning. The school's 'open door' policy works very well and parents feel well informed about how the school works and how well their children are progressing. Parents describe the school as having a 'family atmosphere where behaviour and morals are high'. It is for these reasons that parents choose to send their children to the school and why pupils enjoy attending.
22. Parents feel valued by the school and those who can welcome the opportunity to help in classrooms. They give help in the school library, with sewing in design and technology and on educational visits. Support from money raised by the parents association is used carefully to purchase identified items for the school such as computers and computer software. The school keeps parents in touch with their children's progress through newsletters and through reading and homework diaries. These are very effective ways of communicating between home and school particularly for those parents who work and find it difficult to come into school on a regular basis. Parents value the homework given to pupils and welcome the opportunity to help their children to achieve higher standards. Workshops, run by the school for parents, show a real commitment to raising standards through a partnership between home and school.

WHAT COULD BE IMPROVED

Raise the quality of teaching and learning at Key Stage 1.

- 23 Over the last three years there has been a steady rise in the results of National Curriculum tests for pupils at the end of Key Stage 1, and although they are in line with all schools nationally they fall below the national average when taken over a three year period. In the 1999 National Curriculum tests girls outperformed boys in reading, writing and mathematics. However, whilst girls exceeded the national average for their group in writing and in mathematics they fell below the national average in reading. Boys fell below the national average in reading, writing and in mathematics. After a thorough analysis of test results the school is aware of these differences and the overall scores for both boys and girls. The headteacher is also aware that there are too few pupils achieving the higher levels in all three subjects.
- 24 To improve standards the headteacher and staff have agreed a process for monitoring the quality of teaching and learning in classrooms. Whilst informal, verbal feedback is given to teachers on how to improve lessons, this monitoring is not sufficiently rigorous. For example, it does not comment upon the quality of pupils' work, the quality of marking in pupils' books or the overall expectations of what pupils can do. When these aspects of teaching continue for a period of time, pupils accept the lower than average standards and this limits the opportunities they have to achieve the higher standards.

25 The teachers in Key Stage 1 are largely inexperienced and have welcomed the feedback given by the headteacher after lessons. For example, they comment that their use of questioning has improved and introductions to lessons are more focused on learning objectives. However, whilst these aspects of teaching have improved, insufficient attention has been given to teachers' expectations of what pupils can do and the pace at which lessons are conducted.

Raise the levels of attendance

26 Children are happy to come to school and attendance is satisfactory. The school has worked hard to inform parents about the legal requirement to send their children to school and identified the statutory ten days allowed as authorised absence. Unfortunately, there are a small number of families who are less vigilant about the number of days that the school can authorise for absence and withdraw their children for longer periods. These extended periods away from school affect the continuity of pupils' learning and their overall achievement.

27 The headteacher, staff and governing body are fully aware of their responsibilities to monitor pupils' attendance. There are good procedures in place to support this process. The school quickly identifies on the unauthorised list those pupils with over ten days' authorised absence. However, although the school sends this information to parents annually it does not inform them as the days accrue. The school is implementing a process to overcome this difficulty but it was not in place at the time of inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

***raise the quality of teaching and learning for pupils in Key Stage 1 by:**

- raising teachers' expectations;
- improve the pace at which lessons are taught;
- monitor the quality of pupils work more rigorously;
- improve the quality of marking.

***raise the level of attendance.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
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	38	38	24	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	114
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.7

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	8	8	8
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	94 (54)	94 (69)	100 (76)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	9	9
	Girls	8	8	8
	Total	14	17	17
Percentage of pupils at NC level 2 or above	School	82 (54)	100 (69)	100 (69)
	National	82 (81)	86 (85)	87 (81)

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	4	12	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	12	11	12
	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	94 (84)	94 (59)	100 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	1	2
	Girls	11	9	11
	Total	13	10	13
Percentage of pupils at NC level 4 or above	School	81 (50)	82 (67)	81 (50)
	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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	20.1
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	86

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999
	£
Total income	264,612
Total expenditure	251,867
Expenditure per pupil	1,759
Balance brought forward from previous year	5,139
Balance carried forward to next year	24,545

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	39	7	3	3
My child is making good progress in school.	44	44	8	3	1
Behaviour in the school is good.	49	41	6	1	3
My child gets the right amount of work to do at home.	32	51	11	4	1
The teaching is good.	61	30	6	0	4
I am kept well informed about how my child is getting on.	32	52	13	0	3
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	76	20	4	0	0
The school works closely with parents.	38	54	4	0	4
The school is well led and managed.	62	35	1	0	1
The school is helping my child become mature and responsible.	52	42	3	1	1
The school provides an interesting range of activities outside lessons.	18	38	25	3	15

Summary of parents' and carers' responses

At the parents' meeting there was strong support for the school. Parents judged its strengths to be:

- Quality of leadership of the school.
- Relationships between staff, parents, pupils and the school community.
- Very good behaviour.
- High standards

Other issues raised by parents

- Some parents expressed concern about the level of outside after school activities. The inspectors found no evidence to support this concern.

