

INSPECTION REPORT

NEWTOWN LINFORD PRIMARY SCHOOL

Newtown Linford, Leicester

LEA area: Leicestershire

Unique reference number: 119943

Headteacher: Mrs Lynn Adlam

Reporting inspector: Paula Allison
21420

Dates of inspection: 22nd – 23rd May 2001

Inspection number: 190162

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: mixed

School address: Main Street
Newtown Linford
Leicestershire

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Appropriate authority: The governing body

Name of chair of governors: Mrs Joan Stevenson

Date of previous inspection: 4th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newtown Linford is a small school with 69 boys and girls on roll. All pupils are of white ethnic origin. The school is in the centre of the village of Newtown Linford, to the north west of the city of Leicester. It serves the local village, but also takes children from surrounding villages, and some parents choose to send their children to the school from further afield. Currently no pupils are eligible for free school meals, but over 17 per cent of pupils have been identified as having special educational needs. Overall, attainment on entry to the school is broadly typical of children nationally. Pupils are taught in three classes and the headteacher shares two of the classes for part of the week.

HOW GOOD THE SCHOOL IS

Newtown Linford is a happy school, where pupils make good progress and achieve high standards. The school is very effective and is well respected by its parents and the local community. Standards are consistently high and compare favourably with similar schools. The quality of teaching is very good, and all adults work together to ensure that the needs of individual pupils are met. The school is very well led and managed and is constantly seeking to improve. Being a small school, the cost of educating pupils is above average, but the school still provides good value for money.

What the school does well

- Pupils make good progress and achieve well; standards are above the national average and compare favourably with those achieved in similar schools.
- Pupils' attitudes to school are positive; they are keen to learn and they behave responsibly.
- The quality of teaching is very good; teachers know their pupils well and have high expectations of them.
- There is a strong sense of care for individuals; provision for pupils' personal development is very good.
- The school is very effectively led and managed; there is a shared commitment to improvement.

What could be improved

- The standard of handwriting and general presentation of written work is not always as good as it could be.

This area for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and was found to be a generally successful school with some good features. The school has improved considerably since then. Standards have risen and are now consistently high. All the key issues from the last inspection have been addressed effectively. Standards in spelling have improved. The needs of pupils with special educational needs are now fully met. The school has developed systems for evaluating what it does and making plans for the future. Communication with parents has improved; they now receive a range of information about the school and about their children's learning. Changes were made to the accommodation in line with what was suggested.

At the same time, the school has maintained high standards in areas such as pupils' personal development and the care of pupils. The quality of leadership and of teaching has improved further. The school has a shared commitment to improvement and has the potential to continue to develop.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	B	A*	A*
mathematics	B	B	A	A
science	A*	A	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

A* This means that pupils' results at the school are within the range of the top five per cent of schools across the country.

The number of pupils in each year group is very small and this means that test results are not reliable as an indication of school performance. The performance of one or two pupils can make a big difference to the statistical results of the school, so that its performance can apparently vary considerably from year to year. However, the data show that the school achieves high standards in English, mathematics and science, and has maintained these standards for the last few years. Standards have improved since the last inspection and are now consistently above, and often well above, the national average. Standards compare well with those achieved by similar schools.

Children's attainment as they enter the school is broadly in line with what is typical of children nationally. Some children come with well-developed skills, but there are also a number who are identified as having special educational needs. Children make good progress in their first year in school and enter Year 1 achieving at least in line with what is expected for children of this age. The good progress continues through the school. By the age of seven and eleven, almost all pupils achieve the levels expected of pupils of this age and many achieve above this.

The school continuously strives to improve standards, and this is shown for example in the way in which a focus on science in the infant classes has resulted in more pupils achieving higher than average levels. Targets are challenging, but are likely to be achieved this year. During the inspection, pupils were found to be working in all subjects at levels at least in line with what is expected, and many of them at levels above this. A focus on writing is bringing about improvements, shown for example in the considerable confidence pupils now have with spelling. Only in the aspects of handwriting and the quality of presentation of written work generally is there a weakness.

Standards in other subjects are at least in line with what is expected. Inspection evidence suggests that there are particular strengths in music, especially in the area of performance, and in history, geography, religious education and art. Standards in information and communication technology have been lower than is expected, but the school has striven to improve them and, now that there are sufficient computers and support for learning skills, is achieving success in this area.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested and want to learn. They attend well in lessons and maintain concentration when given tasks to do.
Behaviour, in and out of classrooms	Good. Pupils behave responsibly in and around the school. They are courteous and considerate.
Personal development and relationships	Very good. Pupils respect others and co-operate positively. Relationships are excellent.
Attendance	Above the national average.

The quality of pupils' attitudes and behaviour has a positive impact on the progress pupils make and the high standards achieved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	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 in the school is very good. There was no unsatisfactory teaching seen during the inspection, and in almost all lessons (91 per cent) the teaching was good or better. In over half of lessons (55 per cent) the teaching was very good. The quality of teaching has improved since the last inspection, with better planning and higher expectations. Parents are very confident in the quality of teaching their children receive. The quality of teaching has a positive impact on the progress pupils make and the high standards achieved.

Teachers plan effectively to meet the range of ages and abilities in their classes. The needs of all pupils, including those with special educational needs, are met and higher attainers are appropriately challenged by the work they are given to do. Lessons are carefully organised to cater for the mixed ages and when extra adult support is available it is well deployed, so that the teacher can focus her attention more effectively. Relationships in classes are positive. Teachers manage pupils well and have high expectations of them. Pupils respond well to these high expectations and put a lot of effort into their work.

Basic skills, for example in literacy and numeracy, are well taught. Careful planning and the setting of appropriate tasks ensure that what pupils learn builds on their previous learning. They gain skills and have the opportunities to use them. The enthusiasm of teachers has a positive impact of pupils' motivation. The way in which teachers' special interests and expertise are used is particularly effective, for example in religious education and music.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. High priority is given to literacy and numeracy, but other subjects are carefully planned and taught well.
Provision for pupils with special educational needs	Very good. In this small school the needs of all individuals are met. The provision for pupils with special educational needs has been developed effectively to ensure that such pupils are appropriately challenged. The work of support staff makes a valuable contribution to the progress pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects are very well provided for. Pupils are given responsibilities and expected to care for each other. There is a clear framework for expected behaviour. Adults provide good role models in helping pupils to respect others and work together. Teachers make the most of every opportunity to promote pupils' understanding of their own and other cultures.
How well the school cares for its pupils	Very good. Pupils are well cared for; they are happy and secure in school. Lunchtime supervision is of a particularly good quality. Procedures for monitoring and supporting academic progress are very good.

The school has a very good working relationship with parents and with the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She has effectively developed and promotes the ethos of the school. She gives secure direction for the work of the school and sets high standards for everyone. Staff work together as a team and there is a shared sense of purpose and commitment to improvement.
How well the governors fulfil their responsibilities	Good. Governors are loyal and very supportive of the school. They are more focused now in their monitoring of the work of the school, especially in the areas of finance, the curriculum and the analysis of performance data.
The school's evaluation of its performance	Very good. The headteacher takes a strong lead in the evaluation of the school's performance. Weaknesses have been identified and effective action taken to meet set targets.
The strategic use of resources	Good. All resources are used effectively. The best use is made of the sometimes limited accommodation. All funds are spent carefully with best value in mind.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects children to work hard and achieve their best. Teaching is good. Behaviour in school is good. The school helps children to become mature and responsible. The school is well led and managed. Parents are well informed about how their children are getting on. Parents feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> A number of parents feel that there is not a wide enough range of activities outside lessons. A few parents are not happy with the amount of work children get to do at home. A few parents feel the school does not work closely enough with them.

The inspection team agrees fully with the positive views expressed by parents.

- The school provides a range of extra-curricular activities after school and at lunchtime that is better than many schools of a similar size provide. With limited staff the school is often dependent on parents and other volunteers to help extend the range of what can be offered.
- The school provides an appropriate amount of homework for pupils and uses it well to support pupils' learning in lessons and to involve parents in their children's learning.
- The school communicates well with parents but is always seeking ways to improve this. The headteacher and teachers are always available to deal with any concerns parents may have.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress and achieve well; standards are above the national average and compare favourably with those achieved in similar schools.

- 1 The number of pupils in each year group is very small and this means that test results are not reliable as an indication of school performance. The performance of one or two pupils can make a big difference to the statistical results of the school, so that its performance can apparently vary considerably from year to year. Nevertheless, results indicate that the school achieves high standards in English, mathematics and science, and inspection evidence confirms this. Standards are now consistently above, and are often well above, the national average. Standards compare well with those achieved by similar schools. Parents are happy with the standards achieved by the school, and with the progress made by their own children.
- 2 Children's attainment as they enter the school is broadly in line with what is typical of children nationally. Information from assessments made as children enter the school confirms this. Some children come with well-developed skills, but there are also a number who are identified as having special educational needs. Children make good progress in their first year in school and enter Year 1 achieving at least in line with what is expected for children of this age. They are confident and interested learners, who have formed good relationships with adults and other children. They listen carefully to others and talk about their own experiences. They respond to stories and read simple texts themselves. They are well on the way to being able to write independently, already making a good attempt at spelling the words they need.
- 3 The good progress continues through the school. Pupils gain skills and have the opportunity to use them in the tasks they are given to do. This year the school qualified for an achievement award, in recognition of the progress pupils have made. Pupils with special educational needs make more progress now than they were doing at the time of the last inspection, as provision for these pupils has been improved. For example, individual education plans are more focused; they say more clearly what skills individual pupils need and how giving them extra support is going to help them achieve their targets. Higher attaining pupils are challenged appropriately with the tasks they are given to do. Expectations are very high and pupils respond well to this. In a science lesson Year 3 and 4 pupils were exploring their own muscle movements and many of them used the words 'contract' and 'relax' correctly to describe the movement. Some of the higher attainers investigated involuntary and voluntary muscle movements and described how an involuntary movement was one 'you don't have to think about'.
- 4 Standards achieved at the end of each key stage are high. Virtually all seven year olds achieve the expected levels for their age in reading, writing, mathematics and science. This has meant that standards over the last few years have been consistently above average. There have been occasions when not enough pupils have achieved higher than the expected levels in science and writing, but the school has addressed the problem. Inspection evidence indicates that what the school has done has raised standards successfully. Seven year olds write imaginative stories, using a wide range of vocabulary and correct sentence structure and punctuation. They make sensible attempts at spelling quite complex words. In science, they know that animals produce young, which grow into adults. They find out about and describe the stages of growing up of chosen animals.

- 5 Virtually all eleven year olds achieve expected levels and a high percentage achieve above this, especially in English and science. This has meant that standards have been well above the national average and above those achieved by similar schools. Eleven year olds write confidently in a range of different formats, such as narrative, information and poetry. They use complex sentence structures and know about rhyming patterns. In numeracy they are familiar with fractions, decimals and percentages and recognise equivalencies between them.
- 6 Standards have improved since the last inspection, when they were in line with national expectations. Now they are consistently above this. The school continuously strives to improve. For example, a weakness in spelling found at the time of the last inspection has been addressed. Training for staff and a more structured approach to pupils' word building has brought about considerable improvement. During the inspection pupils were observed to be spelling confidently the words they needed in their writing. The school is aware that there is now only a weakness in handwriting and general presentation of written work.
- 7 Standards in other subjects are at least in line with what is expected. Inspection evidence suggests that there are strengths in music, particularly in performance. Pupils sing in tune with expression to a high standard. There are also indications that attainment in religious education is high. This subject is sensitively taught and pupils gain a clear understanding of and respect for different faiths and how they affect peoples' lives. Evidence from pupils' work indicates that pupils also achieve well in art, history and geography.
- 8 Standards in information and communication technology have been lower than expected. However, more computers are now in use and the school is making very good use of the expertise of a skilled technician to ensure that shortfalls in teacher confidence in the subject do not affect pupils' learning. Throughout the school pupils use computers confidently to support their work in other subjects. Reception children use a 'mouse' to control events on screen as they play games to support their learning. Year 4 pupils find out about the work of muscles from a CD-ROM to develop their work in science. Year 6 pupils are confident with word processing and have designed their own Christmas cards. They have made music with the aid of a computer and are currently finding out how to design their own web site.

Pupils' attitudes to school are positive; they are keen to learn and they behave responsibly.

- 9 Pupils' positive attitudes are an impressive feature of the school. As soon as they enter the school visitors are immediately aware of an eagerness to learn and an interest in everything going on. This is a happy school providing an effective learning environment. It is orderly but relaxed. Pupils behave responsibly and feel valued. Parents appreciate the high standards of behaviour being achieved by the school. They know that teachers have high expectations of behaviour and their children respond well to this.
- 10 Pupils' attitudes to school are very good. They are keen to come to school and are ready to learn. For example, in the infant class children shared a book and were clearly involved with what was going on in the story, wanting to know what was likely to happen next. Even at this age pupils take a pride in their own skills, for example when writing their own stories. In all lessons the interest of pupils is a major factor in the quality of the learning that takes place. Pupils make the most of what is offered and a lot of work gets done.

- 11 Pupils attend well and maintain concentration. They are attentive at all times. In assemblies pupils of all ages listened carefully and responded well, whether it was talking about promises related to the Ascension Day story or giving their own ideas about trust in relation to Jesus asking disciples to follow him. Pupils work with concentration on the tasks they have been given to do. In a literacy lesson in the transition class, groups got on with their own work independently whilst the teacher focused on teaching another group. This level of concentration is an essential element in ensuring that effective learning takes place in the mixed age classes.
- 12 Behaviour in the school is consistently good. Pupils behave responsibly in and around the school. They mix well in the playground and return to classes in an orderly manner. Pupils are courteous and considerate. They take on responsibilities and want to carry out jobs they have been given to do properly. There is a strong sense in this school of everyone helping each other and ensuring that things run smoothly. For example, there is a lot of classroom reorganisation has to take place, as one classroom becomes hall and dining room. This change is carried out efficiently, without any fuss and with the minimum of lesson time wasted.
- 13 Relationships in the school are excellent. Pupils respect others and learn to appreciate other's views. Quite a mature level of discussion takes place in lessons as pupils listen to each other and value what others have to say. In a religious education lesson in the transition class pupils showed respect for others and their beliefs, for example as they talked about Sikhs they knew and the reason they wore turbans. Pupils co-operate with each other and examples of this were seen in all classrooms. In Year 6 pupils shared their ideas as they collaborated to write poems. In the same lesson pupils listened to and appreciated each other's work. When working on computers, Year 6 pupils were genuinely interested in each other's work and they learnt from each other.

The quality of teaching is very good; teachers know their pupils well and have high expectations of them.

- 14 The quality of teaching in the school is very good. There was no unsatisfactory teaching seen during the inspection, and in almost all lessons the teaching was good or better. In over half of lessons the teaching was very good. The quality of teaching has improved since the last inspection, with better planning and higher expectations. Parents are very confident in the quality of teaching their children receive, and the quality of teaching has a positive impact on the progress pupils make and the high standards achieved.
- 15 Relationships in classes are positive. Teachers know their pupils very well and they adapt their approach to teaching to meet the needs of individuals. Everyone is included in activities and feels to be a part of all that goes on. In a religious education lesson in the transition class the sensitive teaching enabled all pupils to develop their understanding of someone's else's beliefs. In this lesson the positive response of a boy with special educational needs illustrated how all pupils' needs are being met in this school. Teachers make effective use of praise to encourage pupils' efforts. Classrooms are orderly learning environments. Expectations are clear and pupils work with concentration.
- 16 Teachers have high expectations of their pupils. They challenge them to achieve well and pupils respond to this. In a shared reading activity in the infant class the teacher encouraged the higher attaining pupils to think how the illustrations in a book helped to develop the story. Later in a guided reading session some Year 1 pupils were able to tackle a quite complex text as the teacher showed them how to use different strategies in approaching unknown words. Teachers use assessment and target setting effectively to ensure that they are expecting the most from pupils.

- 17 Teachers plan effectively to meet the range of ages and abilities in their classes. They have worked particularly hard to develop their planning for literacy and numeracy, determined to implement the guidelines positively in their mixed age classes. The needs of all pupils are met, including those with special educational needs, and higher attainers are appropriately challenged by the work they are given to do. In a numeracy lesson on fractions and percentages in the junior class, activities were differentiated very carefully to meet the needs of the different attainment levels. Lessons are carefully organised. Organisation is at its best when extra adult support is available to supervise activities whilst the teacher focuses on one group. This ensures a high degree of challenge for all pupils. In a science lesson in the transition class Years 3 and 4 worked on worksheets about muscles, supported by a classroom assistant, whilst Year 2 pupils talked through ideas about animals and their young with the class teacher.
- 18 Basic skills, for example in literacy and numeracy, are well taught. Careful planning and the setting of appropriate tasks ensure that what pupils learn builds on their previous learning. They gain skills and have the opportunities to use them. In a literacy lesson in the transition class taken by the headteacher, writing skills were very carefully and skilfully taught, for example how to plan a story and how to use paragraphs. Pupils then used these skills in their own stories.
- 19 The enthusiasm with which teachers approach their teaching is impressive, and has a positive impact on pupils' motivation. They are interested and put a lot of effort into their work. The way in which teachers' special interests and expertise are used is particularly effective, for example in religious education and music. In information and communication technology the expertise and excellent teaching skills of a visiting technician have a positive impact on the standards now being achieved in this subject.

There is a strong sense of care for individuals; provision for pupils' personal development is very good.

- 20 To provide 'a caring and supportive environment' is part of the school's mission statement and it is very successful in achieving this aim. This is a small village school with a family atmosphere. Everyone knows everyone else and everyone matters. Therefore pupils grow in confidence, well supported and looked after. Parents regard this as a strength of the school, knowing that their children thrive in it. Some parents have deliberately chosen the school for this reason.
- 21 Pupils are very well cared for. They are happy and secure. There is a strong feeling of care for the individual. In the infant class at the beginning of the afternoon everyone was concerned about a boy who had had a bump at playtime. This care lasts throughout the day. Lunchtime supervision is of a particularly good quality, ensuring that lunchtimes are a positive time of the day. There is a mutual respect between adults and children, the like of which is not always found in other schools. Pupils are known as individuals. This is evident in the assessment procedures, which effectively focus on the progress of every child in the school. Similarly the needs of pupils with special educational needs are well catered for.
- 22 Provision for pupils' personal development is very good. Assemblies are calm, social occasions that promote pupils' spiritual development. There are opportunities for the involvement of pupils and times for personal reflection. In religious education pupils learn about different faiths and understand how the beliefs and values of people affect the way in which they live their lives.

- 23 There is a clear framework for expected behaviour in the school, which provides a guideline for pupils' moral development. The values of the school are consistently upheld, by pupils themselves as well as adults. Pupils learn to respect others and they have a good understanding of how their behaviour affects others.
- 24 Relationships in school are excellent, providing a good context for pupils' social development. Teachers and other adults are good role models showing pupils how to respect others and work together. Team work is a key element of the school and its success. Opportunities for co-operation are evident in every lesson, as pupils work together on projects or help each other with tasks. Older pupils look after younger ones throughout the school day.
- 25 Provision for pupils' cultural development has improved since the last inspection. Teachers make the most of every opportunity to promote pupils' understanding of their own and other cultures. This is evident in planning for history, geography, and religious education.

The school is very effectively led and managed; there is a shared commitment to improvement.

- 26 The school provides an effective environment for learning and is well led and managed to this end. Adults and children are proud of their school and there is a shared commitment to achievement for everyone. Parents have complete confidence in the strength of the leadership and management of the school.
- 27 The headteacher provides excellent leadership. She has developed and promotes the ethos of the school and the quality of the relationships, encouraging respect and care for others. She gives secure direction for the school, knowing where the weaknesses are and taking steps to address them. She sets high standards for everyone, for example in her own quality of teaching. She shares the teaching in two classes and this daily contact with staff and pupils gives her a good insight into the quality of what is going on.
- 28 There are no other posts of responsibility in the school and so the headteacher takes total responsibility for the management of the school, within the limits of a heavy teaching commitment. However, all staff work together as a team. There is a shared commitment to development and improvement. Evidence for this was the way in which teachers trained together to deliver the National Numeracy Strategy and worked as a team through all the problems with planning. There is strong sense of purpose in all lessons and in the general life of the school.
- 29 Governors are loyal and very supportive of the school, taking a personal interest in all that happens there. They are proud of its success and keen to help in any way they can. The way in which they fulfil their responsibilities has improved from the last inspection. They are now more focused in their monitoring of the work of the school, especially in the areas of finance and the curriculum. The headteacher keeps governors very well informed about what is going on in the school and, with the appointment of a governor with a special interest in monitoring, they are becoming more involved with the analysis of data. Governors are now beginning to use this kind of information to help them evaluate the impact of spending and to help them make informed decisions for the future.
- 30 The headteacher takes a strong lead in the evaluation of the school's performance. End of key stage results do not tell teachers all that they need to know about pupils' progress

and achievements, so the school has developed its own systems of tracking pupils' progress, to ensure needs are identified and appropriate targets are set. Teachers identify weaknesses and take effective action to meet set targets. For example, they were not happy with the progress some younger pupils were making in science. With carefully monitoring and different approaches tried out, standards have been improved.

- 31 All resources are used effectively. The school is good at using what it has to the best advantage. For example, quite imaginative use is made of the sometimes limited accommodation. Financial management is good. The school has accumulated a fairly large balance to help it through fluctuations in the school roll, but this is planned to be used in the near future. Because it is a small school, the cost of educating pupils is above average, but the school still provides good value for money.

WHAT COULD BE IMPROVED

The standard of handwriting and general presentation of written work is not always as good as it could be.

- 32 Standards in writing have not in the past been as high as those in other subjects. However, with the introduction of the National Literacy Strategy enabling teachers to focus more on the planning for literacy and with other strategies used by the school, standards in writing have improved. Pupils' work now provides evidence of their having considerable confidence to express themselves and communicate effectively in writing. In particular, spelling has improved and pupils competently spell the words they need from an early age.
- 33 However, there is a weakness in handwriting and in the general presentation of written work. Standards in this aspect of their work do not reflect the genuine quality of the content and structure of what is being written.
- 34 There is not enough focus on teaching handwriting skills, and pupils are not given enough opportunities to practise them. In the efforts to implement the literacy strategy and the school's own focus on improving spelling, handwriting has been neglected. The result is that pupils are not developing the kind of confident joined handwriting style that would be commensurate with the standards achieved in the content and structure of their written work. At the same time there is some lack of care in how written work is presented. Some pupils do not take sufficient pride in this aspect of their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the good quality of provision and the already high standards achieved, staff and governors should :

- (1) Improve the quality of handwriting and general presentation of written work by:
 - developing a more structured whole school approach to the teaching of handwriting and providing pupils with the opportunities to practise their skills and develop their own confident styles;
 - raising the profile of the presentation of written work so that all pupils take a pride in what their written work looks like.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

11

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	55%	36%	9%	-	-	-

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)	-	69
Number of full-time pupils known to be eligible for free school meals	-	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	12

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

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	2000	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	91 (86)	91 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	91 (86)	91 (100)	91 (100)
	National	84 (82)	88 (86)	88 (87)

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

NB As the number of boys and girls in the year group is less than ten, the data is excluded.

Attainment at the end of Key Stage 2

NB As the year group size is less than ten, the data is excluded.

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	69
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)	3.6
Number of pupils per qualified teacher	19
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	99/2000
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	£
Total income	168,632
Total expenditure	168,972
Expenditure per pupil	2,449
Balance brought forward from previous year	15,513
Balance carried forward to next year	15,173

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	34	6	3	0
My child is making good progress in school.	46	46	9	0	0
Behaviour in the school is good.	69	29	3	0	0
My child gets the right amount of work to do at home.	38	47	15	0	0
The teaching is good.	51	43	0	0	6
I am kept well informed about how my child is getting on.	34	57	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	40	49	6	0	6
The school expects my child to work hard and achieve his or her best.	54	31	9	0	6
The school works closely with parents.	38	44	15	0	3
The school is well led and managed.	34	57	3	0	6
The school is helping my child become mature and responsible.	40	51	3	0	6
The school provides an interesting range of activities outside lessons.	20	26	51	0	3