

INSPECTION REPORT

Compton C of E SCHOOL

Compton Nr. Winchester

LEA area: Hampshire

Unique reference number: 116354

Headteacher: Mrs G Sollom

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 18 – 19 January 2000

Inspection number: 190676

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Compton st., Compton Nr. Winchester Hampshire
Postcode:	SO21 2AS
Telephone/ fax number:	01962 712035
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend E J Widdows
Date of previous inspection:	18 Nov 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Compton school is a smaller than average village primary school on the outskirts of Winchester. There is a strong sense of community and the school enjoys very good parental support. The school admits children from a variety of backgrounds, from the village and the surrounding area. Twenty six pupils are on the special needs register: similar to the national average, but none of them at the higher levels of need. No pupils have English as an additional language, though one is fluently bilingual. Five have mixed-race backgrounds. Attainment on entry covers a wide range, but is predominantly above average, with several pupils each year well above average.

HOW GOOD THE SCHOOL IS

This is a good school. Academic standards, as measured by national tests, are high and have been consistently so over the past several years. By the end of Key Stage 2, standards as measured by national tests were very high in 1999 in mathematics and science: in the top 5% nationally. By the end of Key Stage 1, national test results were in the top 5% in reading and mathematics. However, the 100% rate attaining level 2 did not get the school into the top 5% nationally in writing because the percentage attaining the higher level 3 was not high enough. The school's results are well above, and have improved in line with, national statistics over the last three years. Pupils' learning is good overall and the school has the statistics to demonstrate not only very high standards but also good added value from the end Key Stage 1 to the end of Key Stage2. These high standards are matched by the relatively very good achievements of pupils with special educational needs, who are well taught and given realistic but demanding targets. Attitudes to learning and behaviour in and about the school are very good. Provision for spiritual and moral development is very good.

The leadership of the headteacher and staff, aided by very good parental support, is effective and well focused. In terms of spending priorities and attention to what is necessary to maintain high standards, the headteacher makes decisions which serve the achievement of her objectives. However, the governors are too little involved in deciding some of the major strategic issues such as the deployment of teaching staff resources. Principles of best value are not pursued sufficiently vigorously. Despite a much higher than national average unit cost per pupil, the school nevertheless gives good value for money.

What the school does well

- The headteacher is an effective and highly organised leader, determined to maintain high academic standards
- Academic standards are very high
- Teaching is good overall and very good at Key Stage 1
- The school seeks to meet the needs of parents who are proud of the school and very supportive
- There is very good detailed analysis of performance data to inform planning and teaching

What could be improved

- The deployment of teaching resources, especially to support Literacy and numeracy for Year 1 pupils
- Facilities and provision for extra activities to enrich the curriculum, especially for Key Stage 2 pupils
- The development of higher level writing skills

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection, attention was drawn to five issues for the action plan. Since then, the advice to develop “systems for assessing pupils’ attainment and monitoring their progress” has been tackled vigorously and very successfully. The advice to “use assessment more effectively to inform their teaching” has happened to a good extent, but the high quality information now available is not yet, except for pupils with special educational needs, translating effectively enough into day-to-day lesson planning. The need to “improve the quality of teaching at Key Stage 1” has been met most successfully. At the time of the last report, 23.1% of teaching overall was unsatisfactory. During this inspection no unsatisfactory teaching was seen. Teaching at Key Stage 1 is now very good. The advice to “provide parents with more information about the curriculum and about their children’s progress” has been met in part. Teachers send useful letters home about what is planned for the curriculum, and parents are welcome to come into the school to talk with teachers. However, these are very demanding parents and the school is not satisfying them fully on this issue. Finally, the injunction to “make sure that all pupils, particularly the more able, are consistently challenged in line with their abilities throughout the school” has been heeded. The general level of expectation and teaching is pitched high, though some parents would still like, they say, for their children to be challenged even further. Nevertheless, the percentage achieving the higher Level 5 by the end of Key Stage 2 is, except in writing, well above average.

Overall, therefore, the school has tackled the previous report’s criticisms very well, and is maintaining very high academic standards.

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*	A	A	A	well above average A above average B average C below average D well below average E
mathematics	A*	A	A*	A*	
science	A*	A*	A*	A*	

Since the last inspection the school’s results have been maintained at a very high level; the A* grades indicate performance in the top 5% nationally. Comparison with overall national statistics shows that the school’s results have improved at a rate similar to the overall national trend. The school’s target is to maintain these high standards, improving recent English grades by working hard on diagnosed relative weakness in writing. Pupils with special educational needs receive good support and their achievements in national tests make a valuable contribution to overall standards. Considering the small size of year-group cohorts, the school is vulnerable to the effects of under performance by even one pupil, and has done well to maintain these high standards.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils show consistently very good attitudes to their work, teachers and each other. This is applauded and encouraged by very supportive parents.
Behaviour, in and out of classrooms	Behaviour is very good. Levels of concentration are good and pupils understand and respect what is expected of them both in and out of the classrooms.
Personal development and relationships	Good. However, activities to enrich the curriculum are not as plentiful as might be expected in a school with such high academic standards. There are high expectations of politeness and respect.
Attendance	Good. Registers are not always closed promptly and a few pupils each morning arrive only at the end of the registration session. Unauthorised absence is now being monitored and recorded more rigorously.

Overall, these areas are good features of a school which expects and gets high standards. The inhibiting factor is related to a large extent to the inadequacy of the buildings. There is less independent learning and fewer clubs and intellectually demanding activities, especially during the lunchtimes, than might be expected in a school with such high national test results. There is an air of efficiency but not quite of expectancy, especially at Key Stage 2. The school ought to be a more exciting learning environment. For instance, at the beginning of the day there is less enthusiasm than is often seen for getting on with personal work whilst waiting for the register to be taken.

TEACHING AND LEARNING

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

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

The quality of teaching is a considerable strength of the school. Good planning, delivered by a very good team of teachers, ensures that pupils make satisfactory and often good progress at high levels of achievement. All the pupils who took Key Stage 2 tests in 1999 made at least 2 levels of improvement since their Key Stage 1 tests. The literacy and numeracy hours have been introduced successfully, but with organisational difficulties for the Year 1 pupils. Mathematics is well taught throughout the school. In English, signs of nervousness about subject expertise when teaching the higher attaining older pupils, inhibits progress slightly and is reflected in relatively lower standards in writing.

Collectively, teachers demonstrate a good range of teaching strategies and techniques. For instance, in a Year 3-4 class very good questioning to test understanding quickly revealed which pupils understood the relationship between a 2 –dimensional template and the planned 3 – dimensional cube being made from cardboard. In a Year 2 class, the teacher showed exceptional skill in explaining how to control puppet movements using levers and slides. She maintained the rigour of appropriate technical vocabulary but recognised and adjusted to different levels of understanding and knowledge. Teachers meet the needs of a wide range of ages and prior knowledge in each class well.

Of the twelve lessons observed, including literacy and numeracy hours, all (100%) were graded at least satisfactory, with five (42%) very good. The school concentrates on those aspects of learning

which will maintain high national test standards: for instance, insistence on correct terminology and vocabulary. Most pupils demonstrate good memory and well above average cognitive ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is balanced and gives due weight to the broader range of subjects whilst focusing on those elements necessary for high standards in end-of-key stage examinations. However, the range of intellectually stimulating activities available, for instance during lunchtimes, is too limited.
Provision for pupils with special educational needs	Very good. The school works hard to see that these pupils make good progress and achieve the national average standard wherever possible.
<i>EAL no box</i>	<i>No Box here</i>
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and moral development is very good and for social development is good. The school and parents provide good experience and knowledge of cultural heritage, but opportunities for experience and understanding of living in a multicultural environment, despite good efforts by the school, are limited.
How well the school cares for its pupils	The school is a caring community. Arrangements for the safety, welfare and contentment of the pupils are well planned and regularly monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is determined and analytical. She is well supported by all her staff, who work very well together as a team. Responsibilities, for instance for Key Stage 1, are appropriately devolved and very well carried out.
How well the governors fulfil their responsibilities	Governors give good support to the headteacher and staff, but are too little involved in strategic management issues such as the deployment of teaching resources and the organisation of literacy and numeracy for Year 1 pupils. Overall, their contribution is satisfactory.
The school's evaluation of its performance	Good. Analysis of aspects of performance in core subjects and national tests is exceptional. However, translation of this knowledge into action in the classroom is not yet fully effective.
The strategic use of resources	The buildings are very cramped and difficult to use; this has an adverse effect on the provision of curriculum-enriching activities. Resources for learning are satisfactory and sensibly deployed.

The school has plans for the extension of the main building, and governors have raised over £60,000 as the school's contribution. There is a strong team of teachers. The headteacher's exceptional strength is in her analysis of pupil performance, especially in national tests. This is followed through very well in teaching programmes for pupils with special educational needs. With 0.3 of a teacher allocated to their support, and the headteacher as co-ordinator, the school serves these pupils very well. However, Year 1 pupils are far less well served by the arrangements made for their literacy and numeracy hours. The headteacher, although fully trained, does not routinely share in the teaching of these core subjects. In the deployment of teaching staff, including the headteacher, there is too little evidence of an analysis to inform decision making about obtaining best value for the school. These organisational and resource deployment matters should properly be of concern to the governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pleased with high academic standards • That school recognises different talents • Very complimentary about approach to special needs • Happy with pupil attitudes and that good values are promoted • Pupils transfer to the next stage confidently (parents with children who have left) 	<ul style="list-style-type: none"> • a "homework record" book for each pupil at Key Stage 2 • Key Stage 1 "reading book" extended to be a diary and home-contact book • More detailed information about planning so that parents can help more

Inspectors confirm the high standards, recognition of individuals, the caring approach to special needs and the good attitudes and values the school promotes. The elements that parents would like to see improved all hinge on how much the school feels it appropriate to share with parents. Discussion with the headteacher during the inspection raised awareness of the possible use of the Key Stage 1 reading book for a wider purpose, and the introduction of a homework record book at Key Stage 2. Inspectors recognise a demanding but very supportive set of parents who would like much more than the average level of information about work to be tackled. For example, not just "castles", but "which castles and what particular features". Detailed half-termly planning exists. The headteacher might consider making sight of some of this available to parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **The headteacher is an effective and highly organised leader, determined to maintain high academic standards**

The headteacher is providing determined and effective leadership. She has a clear objective to maintain the currently very high academic standards within the framework of a caring, Christian community. Her focus is twofold. Firstly, to attract, retain and motivate as good a team of teachers as possible. Secondly, to analyse, in very considerable detail, the strengths and weaknesses of pupil performance, and to see that such information influences curriculum planning and programmes for individual pupils.

The first objective is being met very well. The school now has a very good team of teachers. The perceived weakness in leadership at Key Stage 1 has been corrected with the appointment of an experienced teacher who takes a mixed-age class of Year 1 and Year 2 pupils. The deputy head takes the top class, and is given some "management time" by sharing some of the teaching with the headteacher. Above all, the teachers work very effectively as a team. They clearly know their pupils very well, talk about them frequently and monitor their progress in considerable detail.

The second objective is also met very well. The headteacher, who has a mathematics background, has produced an exceptionally detailed analysis of past performance in national tests. This shows in fine detail which elements in English or mathematics have been shown to be stronger or weaker. These have been talked about at staff meetings, and are clearly influencing approaches to these areas of learning. The headteacher's assertion that "virtually every pupil has an individual plan" is not quite happening. Nevertheless there are no gaping holes in programmes of work or learning, and pupils are very well prepared for national tests.

Academic standards are very high

The school has maintained consistently very high standards in national tests since the last inspection. In 1999, in the end of Key Stage tests and tasks, all 15 pupils reached the expected Level 2 in reading, writing and mathematics. These results put the school in the top 5% of all schools in the country. Furthermore, 6 pupils achieved Level 3 in speaking and listening, 11 in reading and 4 in writing: Level 3 is equivalent to the average expectation of a pupil 2 years older. These higher level results put the school in the top 5% in reading and well above the national average in speaking and listening and writing.

Standards seen during the inspection continue to be very high because the pupils are very well taught and expectations are high. The under-fives, in a class with Year R and a few Year 1 pupils, enjoy the stimulation of higher level demands made on the older pupils when the class is all together. Year 1 pupils in a class with year 2 are very well taught. For a high proportion of class time they are expected to attempt the work set for the older pupils, but with skilful teacher modification to ensure that they are not overwhelmed and discouraged. For instance, in a design and technology lesson, the emphasis was on controlling movement using slides and levers. The teacher used very skilful questioning to test understanding and to introduce not only the necessary ideas but also appropriate technical terminology such as 'pivot'. At Key Stage 2, in a very good mathematics session on shapes and spaces, the teacher used well-directed questioning to reinforce familiarity with and understanding of terms such as 'faces', 'edges' and 'vertices'. The pupils showed good retention and learnt quickly.

Teaching is good overall and very good at Key Stage 1

At the time of the last inspection, 23% of teaching seen was unsatisfactory. During this short inspection, there were twelve lesson observations and no unsatisfactory teaching was seen. At Key Stage 2, five observations, lasting a total of 4 hours and 35 minutes, showed good standards overall. At Key Stage 1, five observations took 4 hours and 40 minutes, and the standard observed, overall, was very good. The under-fives, in a mixed-age class with reception and a few Year 1 pupils, were focused on for two sessions lasting a total of 1 hour and 55 minutes; the standard of teaching was good overall.

Teaching is good because: the school has taken care to appoint good teachers who are attracted to a small school with well supported and generally able pupils; planning is efficient; expectations are high and success has bred confidence. Teachers display a good range of strategies and techniques. For instance, questioning pupils perceived to be struggling with the idea of complex sentences in a Year 5-6 class, exposed little blocks in understanding that were used to clarify the concept and increase confidence all round.

The headteacher monitors and analyses her colleagues' teaching regularly; there is considerable emphasis on pedagogic skills. The teachers show confidence and self-assurance and the school now plans to try to let them see examples of good teaching in other schools to broaden their experience.

The school seeks to meet the needs of parents who are proud of the school and very supportive

A high percentage return of the parents' questionnaire and good attendance at the parents' meeting demonstrate keen parental interest in the school. Aware of the shortcomings of the current buildings, over £60,000 has been raised as the school's contribution to the cost of building two more permanent classrooms and expanding facilities such as the library. At their meeting with the registered inspector, parents were keen to show how pleased they were with the school and the progress their children were making. The school is providing a strong focus for this small village community. Governors regard it as a privilege to have been appointed or elected. There is a strong "feel good" factor, which the parents were keen to impress on the inspection team.

The intensity of parental support is demonstrated not only in attendance at meetings and in fund-raising, but more especially in what they would like to do further to help the school and their children. Parents would like to be more involved and supportive of what their children are doing at school. At Key Stage 2 they would like a homework book, and in the rest of the school, the reading book extended to be a home contact book. They want to help with what their children are doing, and to plan their "outings" to fit in with current learning. All this support is evident in the good standards of speaking and listening, reading and basic number work. Topic work and a home background where there is a good variety of interests and activities is clearly enhanced by parental involvement. This is a reason put forward by the headteacher for the apparent paucity of cultural extra-curricular activity.

However, higher levels of writing skills are not as well developed as other areas of the curriculum. Good work on display shows evidence of re-drafting, and in many cases it seems probable that there has been adult support and guidance. However, this is an area where the school might helpfully try to enlist the help of parents by giving clear guidance about expectations.

There is very good detailed analysis of performance data to inform planning and teaching

An undoubted considerable strength of the management of the school is the very good analysis which the headteacher produces of overall school performance and the strengths and weaknesses of individual pupils. Though focused on national test findings, the school also uses a sensible range of other diagnostic tools for all pupils, not just those with special educational needs. For instance, the headteacher has produced a "value added" chart showing how each of the pupils in Year 6 last year had performed in relation to their earlier Key Stage 1 results four years earlier. The analysis of recent performance extends as far as identifying which words or groups of spellings are strong or

weak, and which mathematical operations cause most trouble. In a general way, these findings are feeding into planning and the consciousness of teachers.

However, although these accurate and perceptive diagnoses are feeding into teachers' planning, the system has not yet extended quite as far as a detailed analysis of current individual pupil strengths and weaknesses. This reflects the feelings expressed by parents about wanting to help more and to know and understand how they might help their children. The application of this kind of knowledge is, nevertheless, very effective in informing planning for the special educational needs pupils. The way forward is to generate, to inform teachers' planning and parental support, detailed targets for progress in particular areas of learning. The school is clearly on track for this. The most urgent need, though only relatively, and at a high general level of attainment anyway, is in writing.

WHAT COULD BE IMPROVED

The deployment of teaching resources, especially to support Literacy and numeracy for Year 1 pupils

The distribution of Year 1 pupils across two classes is a result of the numbers in year groups 1 and 2. Though this splitting of Year 1 is done sensitively, taking into account age and maturity, it creates particular problems in delivering the national literacy and numeracy schemes which are designed for the whole-class teaching of year groups. This dilemma is solved in different ways for literacy and numeracy, neither of them entirely satisfactory. Nevertheless, the outcome ought to be of concern to the governors and the local authority. In the case of the literacy hour, 38 Year 1 and Year 2 pupils were taught together in the lesson observed: a long way away from the intended ideal of "not more than 30". In the case of the numeracy hour, the Year 1 pupils have special provision made within the context of their normal class: eight pupils with the Reception class and ten with Year 2. The pupils in the reception class are also with Under-fives, who follow a different curriculum. In the reception class numeracy hour, the wide range of needs means that some teaching opportunities are missed for Year 1. Though national planning for these hours takes into account the possibility of mixed-age classes, the disparity of provision in numeracy, however well planned and delivered, raises the question of equality of opportunity, and is a considerable weakness at present.

The headteacher is aware of the situation but is satisfied that the level of learning support assistance provided, coupled with expert teaching, is minimising any detrimental impact on the pupils. Nevertheless, in a four-class school with a total complement, including the headteacher, of 5.5 teachers, a way should be found of providing a better solution than at present. This would entail looking at how teachers are deployed overall, and deciding whether this problem should be a priority for attention. There is the more general problem of having year group sizes of 17 or 18 moving through the school and the organisational difficulties this will pose. These are core concerns which the governors should be addressing as a matter of priority.

Facilities and provision for extra activities to enrich the curriculum, especially for Key Stage 2 pupils

For a school with such high academic standards, the atmosphere is surprisingly ordinary. There is a purposeful air of concentration, a modest amount of independent learning and very good management of pupils by the teachers. However, before and after school and during the lunch hour there is not the "buzz" of activity and interest which might normally be associated with otherwise high standards. Parents are welcome in the school. Teachers are available but not always, say some parents, willing to be disturbed when preparing lessons. There are music activities and use of the small library facility. But pupils waited patiently for the last of their number to arrive before the register was closed and there was too little enthusiasm to get out their books and get on with their work. At lunch times, the lack of inventiveness in the games outside and the lack of activities such as chess inside showed a poverty of initiative that was disappointing. Overall, the curriculum is not as enriched out of lesson times as would often be the case in such a school.

The headteacher, when asked about this, offered a number of reasons. Firstly, the defensive attitude of teachers during an OFSTED week. Secondly, that these pupils get a very rich and varied experience outside school. Thirdly, that the buildings do not lend themselves to these sorts of activity. Inspectors acknowledge the first, understand the second and have sympathy with the third. Nevertheless, when the temporary classrooms, the tiny staff room in a temporary cabin, and the inadequate library facilities in a corridor are replaced, there will be a need to give the school rather more of an integrated and family feel. The school does well in its present buildings, but the new extension work is now needed urgently.

The range and quality of writing, especially at Key Stage 2.

Writing on display around the school is high quality with very good standards of presentation. However, review of work in pupils' exercise books shows, especially at Key Stage 2, limited vocabulary and basic punctuation errors. Though teachers clearly talk through such work with the pupils, evidence in marking of insistence on corrections and helpful comments are not always evident. Several parents have commented that they are disappointed with handwriting and presentation in exercise books. Throughout the school there is good emphasis on learning and understanding fully the meaning and use of necessary technical terms: for instance, in the Year 5-6 class all pupils defined a clause confidently. However, using that knowledge to analyse complex sentences showed gaps in understanding. Complex sentences written by older pupils show too heavy a reliance on simpler conjunctions such as 'and' and 'but'. In a Year 5-6 literacy hour, the need to write complex sentences was being stressed. The analysis of a piece of text was tackled successfully on the basis of 'how many clauses'. However, the use of such sentences and the way in which they were designed and linked together was not pursued, although a few of the higher attaining older pupils asked perceptive questions.

At Key Stage 2, a few popular adjectives, such as 'fabulous' appear frequently and the limited range suggests that though mechanical reading skills may be well-developed, perhaps a good proportion of pupils do not read widely enough. Though sentences are properly constructed, refinement and higher level skills are not as well developed as might be expected in a school which, across the board, is getting something like 50% of its pupils to higher levels in other areas of learning. The school is aware of this relative weakness, but inspectors confirm that, by comparison with national standards, attainment is still comfortably above average. An improvement in teacher subject confidence and expertise might be a useful focus for staff development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a good school with many considerable strengths and no significant weaknesses. Nevertheless, to improve further, the governors, headteacher and staff should now :-

- (1) review the deployment of teaching resources, especially to support Literacy and numeracy for Year 1 pupils;
- (2) enrich the curriculum before and after school and during the lunch hour, especially for Key Stage 2 pupils by, as far as possible, enhancing facilities and provision for extra activities;
- (3) continue to focus on the development of higher level writing skills, especially at Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
nil	5	5	2	nil	nil	nil

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)		117
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		nil
Number of pupils on the school's special educational needs register		24

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.64
National comparative data	5.40

Unauthorised absence

	%
School data	0.08
National comparative data	0.50

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	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	8	8	8
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	8	8	8
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	7
	Girls	5	5	5
	Total	10	11	12
Percentage of pupils at NC level 4 or above	School	83 (92)	92 (92)	100 (100)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	7
	Girls	5	5	5
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	83 (83)	83 (83)	100 (100)
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	
Any other minority ethnic group	3

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)	5.5
Number of pupils per qualified teacher	21.6
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	79

Qualified teachers and support staff: nursery

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

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

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

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.

Financial information

Financial year	1998/99
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	£
Total income	222 286
Total expenditure	236 498
Expenditure per pupil	2 022
Balance brought forward from previous year	28 459
Balance carried forward to next year	14 247

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	117
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	28	5	2	nil
My child is making good progress in school.	53	35	12	nil	nil
Behaviour in the school is good.	50	46	2	nil	2
My child gets the right amount of work to do at home.	30	56	12	2	nil
The teaching is good.	66	25	7	nil	2
I am kept well informed about how my child is getting on.	39	43	16	nil	2
I would feel comfortable about approaching the school with questions or a problem.	71	22	5	2	nil
The school expects my child to work hard and achieve his or her best.	61	34	5	nil	nil
The school works closely with parents.	43	47	10	nil	nil
The school is well led and managed.	54	43	nil	nil	2
The school is helping my child become mature and responsible.	50	41	2	nil	7
The school provides an interesting range of activities outside lessons.	25	37	28	5	5

Summary of parents' and carers' responses

At the meeting with parents, it became clear that they are very proud of the school. They want to do all they can to help the staff, the school and the pupils: the "bottom line" being that they want their children to be safe, happy and to "do well". To that end they have raised over £60,000 as their share of the cost of a building extension badly needed.

Other issues raised by parents

Some parents think that standards of handwriting and presentation are not high enough. Quite a few parents would like more detailed information about planning so that they can help their children. There is an even more widespread feeling that there should be a 'homework record' book for Key Stage 2 pupils.

