

INSPECTION REPORT

OLD DALBY C.E. PRIMARY SCHOOL

Old Dalby, Leicestershire

LEA area: Leicestershire

Unique reference number: 120150

Headteacher: Mr S. Cliff

Reporting inspector: Mrs A. Dawes
15658

Dates of inspection: 22nd – 23rd May 2001

Inspection number: 191437

Short 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:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Old Dalby CofE Primary School Longcliffe Hill Old Dalby Melton Mowbray Leicestershire
Postcode:	LE14 3JY
Telephone number:	01664 822 455
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Appropriate authority:	The governing body.
Name of chair of governors:	Mrs J. Jackson
Date of previous inspection:	December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Dalby Church of England Primary School has 135 pupils on roll. Though the number on roll has increased since the last inspection, the school remains smaller than most other schools. Pupils come from the village of Old Dalby (including Queensway) and the nearby villages of Nether Broughton, Grimston, Saxelbye and surrounding settlements. All pupils are of white UK heritage and most have attended the local playgroup. The range of pupils' attainment on entry is wide. Although it is average, a significant minority have levels of attainment lower than is usually found. Three percent of pupils are entitled to a free school meal and this is below the national average. Twenty four percent of pupils are on the school's register of special educational needs. This is higher than the last inspection and in line with the national average. Three pupils have a statement of special educational need. Pupils' special educational needs include difficulties relating to moderate and severe learning, profound and multiple learning, emotional and behavioural, hearing impairment and physical disability.

HOW GOOD THE SCHOOL IS

Old Dalby Church of England Primary School is an effective school and gives good value for money. Pupils' standards of attainment in Key Stage 1 National Curriculum tests in the core subjects of English, mathematics and science, have been variable since the last inspection, but are satisfactory overall. The variability is because the size of each year group is small and magnifies the changes in levels. Also, the test results have mirrored the initial assessment of pupils starting school. Standards of attainment in Key Stage 2 National Curriculum tests in the core subjects, have improved considerably since the last inspection. In 2000, they were above or well above the national average and are at or well above the average achieved by similar schools. The majority of pupils make good progress across both key stages. The school is well led and has a committed staff and governing body. Most teaching is at least good with a high proportion of very good teaching. There is no unsatisfactory teaching. This enables pupils to become confident learners. The school's vision statement "Together we will" is very influential in achieving high standards of personal development.

What the school does well

- The headteacher works successfully with all staff and governors and they readily contribute their skills and expertise for the school's benefit.
- The school helps pupils reach good standards of attainment and make good progress by the end of Key Stage 2, through high quality teaching and excellent relationships.
- The school's rich curriculum supports pupils' very good attitudes to learning and high standards of behaviour.

What could be improved

- The school development plan in order to set out improvement over a longer term.
- Assessment of pupils' progress in the foundation subjects* and religious education.

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

*The foundation subjects are history, geography, design and technology, music, physical education,

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in December 1996. Pupils' standards of attainment in information and communication technology are rising significantly through an intensive programme of staff training, curriculum development and purchase of equipment. Standards in music are improving considerably for the same reasons. In all subjects, curriculum guidance and rigorous planning develops pupils' knowledge, skills and understanding as they progress through the school. Written reports meet statutory requirements. They report on attainment and progress and set appropriate targets for improvement.

Through a wide-ranging monitoring and evaluation programme, the school is now well aware of its strengths and weaknesses. The headteacher and subject co-ordinators review the quality of teaching and curriculum development regularly. Individual pupils' progress is tracked and used to set targets for improvement. Governors visit the school to evaluate aspects of its work. Since 1996, this programme has improved standards of attainment by the end of Key Stage 2, has maintained good quality teaching and a very positive atmosphere for learning.

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	A*	A	A
Mathematics	B	A	B	C
Science	A*	C	B	C

Key	
School performance in highest 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

On starting school, most pupils' attainment is similar to that normally found but the proportions vary from year to year due to the relatively small number admitted. Pupils make good progress through the school and the 11 year olds achieve standards in the core subjects that are above or well above the national average for all schools. Pupils achieved among the highest English and science results in the country in 1998 and 1999 respectively. When compared with the results of similar schools in 2000, English standards were well above average and in mathematics and science they were above average. The school meets or exceeds its targets in English and mathematics at the end of Key Stage 2. Standards in literacy and numeracy are good. Current attainment at the end of Key Stage 2 is good.

There are three main reasons why standards at the end of Key Stage 2 in the core subjects of English, mathematics and science remain high. Firstly, there are very

good procedures for assessing pupils' attainment and teachers set ambitious targets for each pupil. Their progress towards these targets is carefully tracked. Secondly, teachers have high expectations and through detailed and thorough teaching help most pupils to achieve their targets. Thirdly, teachers develop literacy and numeracy skills in other subjects so that pupils have regular opportunities to use and develop them. Standards in information and communication technology are good. Progress in other subjects is at least satisfactory overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to their work. They settle quickly, concentrate very well and take care with their work.
Behaviour, in and out of classrooms	Pupils behave very well. They share ideas and resources willingly and readily support each other.
Personal development and relationships	Pupils work independently and seek adult help if needed. They take responsibility for aspects of their learning from an early age and sustain excellent relationships.
Attendance	Very good

The high standards noted in the last inspection have been continued. Pupils involve themselves in their lessons, talk confidently about their work and take pride in their many and various achievements. Older pupils care very well for younger ones and take responsibility for school routines. Attendance is well above the national average.

TEACHING AND LEARNING

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

Six per cent of teaching is excellent, 33% is very good, 33% is good and 28% is satisfactory. No unsatisfactory teaching was seen. This represents a good standard of teaching quality overall. The Foundation Stage (children under five), English and mathematics are taught particularly well. The implementation of the Literacy Hour and the daily mathematics lesson has had a very positive impact on pupils' attainment in reading, writing and mathematics. Teachers organise lessons very well and teach confidently. They assess their pupils' abilities in these subjects thoroughly, set challenging work and suitable homework. Learning support assistants are well briefed and provide very good pupil support. The school meets the learning needs of all its pupils very well. Information and communication technology skills are taught well and make a significant contribution to other

subjects. Though other subjects are taught well, pupil progress is not monitored as thoroughly. Pupils respond well. They quickly become immersed in their lessons and are keen to ask and answer questions. Above all, they are confident in their own abilities, able to offer opinions and unafraid to make mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. There is a broad and balanced curriculum, which is enriched by a variety of activities such as day visits and residential trips. The school offers a wide variety of extra curricular opportunities.
Provision for pupils with special educational needs	The very good provision is based on clear procedures for assessment, well-written individual education plans that set achievable targets, detailed support and monitoring of pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school continues to promote the spiritual, moral and cultural development of its pupils very well. The provision for social development remains excellent.
How well the school cares for its pupils	The school maintains a high level of care for its pupils. It provides well for their health and safety and has effective child protection measures. The school's monitoring of attainment and progress in the core subjects is very good. Similarly, personal support and guidance is of a high order. However, procedures for monitoring progress in the foundation subjects are unsatisfactory.

The school provides a broad and balanced curriculum that is enriched by many opportunities and experiences within the school and beyond. Teachers work regularly together, to review their work and develop the curriculum to match more closely their pupils needs. Subjects such as physical education, music and drama are valued because of their contribution to pupils' personal development. Pupils are well cared for and all staff work very well together to achieve this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and is well supported by a dedicated and skilled staff. The mission statement “Together we will” is reflected in all the school’s work. The development plan sets out the main improvement tasks in the short term but lacks a strategic element.
How well the governors fulfil their responsibilities	Good. The governing body is well organised and has a clear understanding of the strengths of the school and the challenges it faces. Resources are targeted carefully and best value principles are applied very well.
The school’s evaluation of its performance	Very good. Assessment and other information is carefully considered and used to identify areas for improvement.
The strategic use of resources	Very good. All staff are very well deployed to make the most of their talents and meet the needs of the pupils.

The headteacher and senior staff sustain a very good atmosphere for learning that involves teamwork and care for others. Staff regularly evaluate their responsibilities and are supported in making improvements in key areas of the school’s work. The governing body effectively fulfils its statutory responsibilities. Staff and governors have a shared commitment to improvement and have the capacity to succeed.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Children make good progress • The quality of teaching • Approaching the school with questions or problems • Expectation to work hard and achieve their best 	<ul style="list-style-type: none"> • Information about how children are getting on • Working more closely with parents

Parents support the school very well and appreciate what it does for their children. The inspectors agree with parents’ positive views. The inspectors find that information on pupils’ progress is good and the school encourages parents to find out more if they wish. Parents are involved appropriately in school in a number of ways. For example, many parents assist in school and with visits and the Friends of Old Dalby School are very supportive. The school provides regular newsletters, curriculum information and workshops.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher works successfully with all staff and governors and they readily contribute their skills and expertise for the school's benefit.

1. The headteacher provides good leadership and actively encourages staff and governors to work well together and contribute to pupils' education. He works in close partnership with the dedicated deputy headteacher and they fulfil their individual and joint responsibilities well. Careful staff selection, training and development are important features of management. Prudent staff deployment keeps teaching group sizes relatively low and pupils benefit from good adult support and direction at all times. The management framework is underpinned by the school's vision statement, "Together we will." This is a powerful way of ensuring concerted staff efforts improve pupils' learning opportunities.
2. Governors were involved in deciding the school's vision statement. They are well organised and carry out their statutory duties diligently. They attend training events regularly to develop further their expertise. They are aware of the school's strengths and weaknesses and are involved appropriately in determining the school's priorities for improvement. The headteacher writes clear, analytical reports on pupils' attainment and the school's progress towards targets for improvement. The reports helpfully set out options for decisions. These are discussed within committees prior to the full governing body's final decision. Several governors visit the school frequently to monitor aspects of the school's work or keep in touch with developments and understand emerging issues. Since the last inspection, the school has maintained many successful practices and has improved standards of attainment and provision. For example, standards in information and communication technology and music have risen, the quality of the accommodation has improved as have staff/pupil ratios.
3. Job descriptions set out clear responsibilities and provide the basis for agreed target setting and professional development. Annually, senior staff evaluate progress with staff and governors and agree new development tasks. They take account of changing national initiatives and carefully review pupils' standards of attainment and progress to strengthen areas of weakness. The school development plan includes a continuing commitment to the professional development of all staff. The plan is carefully costed to ensure that the school makes best use of all its resources. Staff and governors monitor it closely to ensure completion and determine value for money. Staff communications are very good. There are regular meetings of all staff to work out school policy and groups of staff meet to develop the curriculum. The school's commitment to the Investors in People assessment process is another example of its dedication to professional development in order to raise further pupils' standards of attainment.
4. The role of subject co-ordinators has improved since the last inspection. All teachers have several management responsibilities and they work hard with their colleagues to develop areas of the curriculum. In particular, attainment in

English, mathematics, science and information and communication technology are monitored regularly. This is done through for example, comparing test data with national and local information, observing lessons, examining planning documents or evaluating pupils' work. Co-ordinators have time to examine aspects of the curriculum and discuss progress during a structured programme of staff meetings. A good example of the outcomes of this work is the hall display showing the good progress that pupils make in print- making across the school. Specific areas for development such as information and communication development are identified in the school's development plan and carefully resourced to support improvement.

5. The school is applying the principles of best value very well. For example, the school surveyed parental opinions through a questionnaire and is using their involvement in the Investors in People assessment process to consult staff. Using its pupil attainment data, school management estimates the relative value for money that different spending options bring. For example, careful consideration was given to the type of curriculum resources needed to develop pupils' writing. Staff set carefully graded targets in English, mathematics and in individual education plans so that pupils are consistently challenged to maintain good rates of progress. Governors ensure that the school receives the most efficient and effective provision from outside services through tendering arrangements and evaluating outcomes.

The school helps pupils reach high standards of attainment and make good progress by the end of Key Stage 2, through high quality teaching and excellent relationships.

6. At the last inspection, overall standards achieved by pupils required some improvement. Since then, the school has worked hard to develop a robust system for tracking pupils' attainment for the core subjects of English, mathematics and science. Through a combination of teachers' assessments and the use of standardised tests, the school has a very clear picture of pupils' standards of attainment and progress. Staff set ambitious targets for each pupil as they move through the school and good quality teaching helps most pupils to achieve their targets.
7. Pupils' standards of attainment in Key Stage 1 National Curriculum tests have been variable since the last inspection but are satisfactory overall. However, the size of each year group is small and this magnifies the changes in levels. It is also worth noting that attainment has mirrored the initial assessment of pupils when they start school. The school acts quickly to improve progress. It does this by providing additional adult support and choosing additional resources well. As a result, most pupils make good progress from their starting points and achieve their targets. Standards of attainment in Key Stage 2 National Curriculum tests have improved considerably since the last inspection. In 2000, they were very high when compared to the national average and were at or well above the average achieved by similar schools. The performance of the higher attaining pupils in English was very high in comparison with the national average

and in mathematics and science it was well above the national average. Current attainment at the end of Key Stage 2 is good.

8. Most teaching is good or better. The Foundation Stage, English and mathematics are taught particularly well. The Foundation Stage teacher provides a wide range of challenging and relevant learning activities. For example, pupils read a story about a hare and a tortoise and looked at pictures of different kinds of transport, thinking about how some things moved quickly and others slowly. They listened attentively and asked original questions such as, "Why can't I run as fast as a hare when my legs are longer?" During a music lesson, they concentrated hard as they tapped out rhythms, first copying then developing the sequence. Then they went on to explore how rhythm could change with different pieces of music.
9. The implementation of the literacy hour and the daily mathematics lesson gives pace and purpose to learning and has had a very positive impact on reading, writing and mathematics attainment. Teachers give very clear introductions and explanations leaving pupils in no doubt as to what is required. They share the objectives of the lesson with the class and pupils use them to judge their own learning and progress. For example, in a Year 6 lesson about similes and metaphors, pupils were confident enough to explore the physical and emotional characteristics of the word "stonish" and explore the range of possible meanings behind expressions such as "woodpecker's jackhammer head." Lessons are organised very well and taught confidently. Staff prepare resources well and set relevant homework to complement the classroom activities. For example, in a Year 2 lesson, pupils predicted the number of faces, edges and corners of a variety of shapes before making them. They then continued the investigation at home using a range of unusual packaging material to deepen their understanding.
10. This quality of teaching is based on thorough subject knowledge, very good planning and detailed marking of pupils' work. Teachers confidently introduce the correct use of mathematical or literacy terms and reinforce the skills in all subjects. They engage pupils' interest by linking new learning to what they have achieved earlier. For example, in a Year 3 class, pupils understood rhyming couplets through developing their own modern version, "I wanna be a superstar." Most lessons are timed well to provide interest and direction for further work in groups, enabling the teacher to concentrate on specific aspects of learning. Teachers assess their pupils' abilities in the core subjects thoroughly, enabling them to set challenging work for all abilities. Their assessments also show what pupils do not understand so that plans for subsequent lessons can be adapted. Teachers use information from assessments to identify groups of pupils who might need greater support to reach nationally expected standards.
11. Staff plan their work for each term in key stage groups using the National Curriculum programmes of study and nationally recommended planning guidance. In this way, teachers have a good understanding of how the subject develops. They draw on this when presenting pupils with new activities or

information to deepen their thinking or challenge the higher attaining pupils. They share these plans with parents to keep them informed and support their child's learning at home. The school allocates time for each subject with a particular emphasis on developing literacy and numeracy skills. Teachers make links across the curriculum so that learning in one subject supports understanding in another. Year 3 pupils for example, explored portraiture through oil pastels, paints and textiles as well as computer graphics. Teachers support each other well, sharing effective teaching strategies and resources. For example, following discussion, a Year 4 religious education lesson was taught through music and drama. This effectively developed pupils' understanding of the meaning of celebration.

12. Learning support assistants play a valuable role in supporting and extending pupils' learning. In co-operation with the teachers, they lead groups to improve skills and develop understanding. They are an integral part of the teachers' planning and know which aspect of the class teaching to emphasise with a smaller group or individual pupils. For example, a lower attaining Year 4 group quickly understood why words beginning with the root "photo" all involved light in some way. They also took great delight in explaining to the rest of the class how they had found this out. This is an example of how the school meets the learning needs of all its pupils very well.
13. All staff hold pupils' attention by asking challenging questions and involving them well in the learning activities. This encourages them to concentrate and complete the task. Staff stress the importance of self-discipline and expect mature behaviour. There is mutual respect between staff and pupils and proper work habits have been established and developed to help all pupils work and play well together. Pupils readily support each other, especially when trying to achieve something new. For example, during an assembly, a recorder group met with spontaneous applause following a hesitant but determined performance.

The school's rich curriculum supports pupils' very good attitudes to learning and high standards of behaviour.

14. The detailed and comprehensive curriculum planning in all subjects is another improvement since the last inspection. This provides a very good range of practical learning opportunities that capture pupils' interest. The school gives high priority to improving basic skills of literacy and numeracy. Reading and writing are well integrated into other subjects so that they have a relevance and clear purpose and are not simply practised in isolation as they might be through repetitive exercises. For example, pupils study history texts in English lessons for evidence of bias and in geography, local studies engage pupils in report writing.
15. The music and information and communication technology curriculum have been considerably improved. Pupils enjoy music lessons and sing well. They take pleasure in making music together. Younger pupils understand pitch and tempo while older pupils respond to and evaluate musical performances and are taught to play their own musical pieces. Displays encourage pupils to think about

different instruments and the sounds they make. Information and communication technology skills are taught well across the curriculum. Skills are taught through other subjects such as mathematics, when pupils explored the size of acute and obtuse angles or when researching information about an artist. Pupils emailed the artist, Mackenzie Thorpe to find out how to improve their use of pastel crayons and ask him why he had decided to draw people with large heads. They were thrilled to receive individual responses to their questions. Residential trips provide the chance for pupils to word process accounts of the journey.

16. Work on display also suggests that pupils continue to achieve at least satisfactory standards in other subjects such as history, art and geography. Pupils regularly contribute to local festivals such as the Carol Concert and the very successful Millennium event where pupils acted in a variety of plays in the community, as well as linking closely with the Primary Technology College Partnership. Many pupils take part in sporting and other competitions with notable success in local and county championships.
17. The accommodation is spacious and well maintained and teachers make very good use of all the available areas, particularly those for food technology, information and communication technology and library skills. The school grounds provide for both recreation and learning, with large, well-used areas for physical and environmental education.
18. With the help of governors, parents and other adults, the school offers a wide range of extra-curricular activities. These include netball, football and art clubs as well as a homework club that gives opportunities to access to the Internet. Day and residential visits widen pupils' experiences and a range of visitors to the school enriches the curriculum. These have included rugby, football and cricket coaches, mask making and drama workshops, children's authors and illustrators and road safety instructors. These examples reflect a commitment to education in its fullest sense and make a strong contribution to pupils' all round achievement and development.
19. Pupils' social development remains excellent and the school continues to promote actively and develop pupils' appreciation of the importance of family, school and community. Adults set a very good example in working together and encourage pupils to co-operate with each other. Pupils willingly accept responsibilities around the school and complete them in a sensible and mature manner. For example, younger pupils are helped to make good choices from a range of interesting and challenging activities, while older pupils routinely prepare the hall for assemblies. Pupils are valued and their good work, effort and behaviour is praised and rewarded. Residential visits, links with other schools and performances in school and in the community, remain very positive opportunities for pupils to develop their self-confidence.
20. Pupils' spiritual, moral and cultural development remain strong and is underpinned by the values and teaching of the Church of England. This puts respect for individual pupils' growth at the centre of the school's purpose. Art, music and literature all contribute to pupils' understanding of human feeling as do opportunities to appreciate the diversity of faiths and cultures found locally.

Pupils willingly take a lot of responsibility in the classroom and the school. The school sets a strong moral agenda. Each class has developed a set of rules to guide their behaviour to which pupils respond well, because it is consistently and positively reinforced. For example, staff routinely encourage what pupils do well rather than emphasise the odd example of misbehaviour. Older pupils run a very good, "buddying system." In this, younger pupils have an older friend to look after them. This is backed up by a, "bullying council", run by the pupils and to which they can appeal. As one reception child said, "It's good here, it's like having lots of sisters and brothers to look after me and if they can't sort it out the teachers always can."

21. Pupils' response to this rich and challenging provision is very good. They become engrossed in their work and are keen to ask and answer questions. Above all, they are confident in their own abilities, they offer opinions and unafraid to make mistakes. For example, the youngest pupils are willing to sound out words and have a go at unfamiliar ones. Older pupils readily share their way of completing mental calculations quickly and accurately in order to support others. Pupils behave responsibly throughout the school. Behaviour is very good in lessons. Pupils of all ages mix easily in the playground and older pupils provide good role models.

WHAT COULD BE IMPROVED

The development of a strategic plan which sets out improvement over a longer term.

22. The school has developed a clear, agreed vision statement that guides all its work. Rigorous monitoring and evaluation of pupil attainment, teaching quality and aspects of wider provision, ensures that the school is well placed to know its strengths and weaknesses. National and local priorities influence the school's work. Development areas are collated in an annual plan that sets out the improvement tasks. Further tasks are outlined briefly for the following two years.
23. However, this plan does not help the school to take a view of what it wants to achieve in the longer term and ensure that these developments are carefully staged. This is because the tasks that the school intends to carry out over the next three years are not put into a priority order. This makes it difficult to separate those that are of major significance and others that are to maintain the current provision. Also, there are not enough links between those tasks that overlap across the years so steps to improvement are unclear. As a result, the cycle of continuing, staged improvement is not maintained beyond one year.

Assessment of progress in the foundation subjects.

24. Assessment of pupils' progress in English, mathematics, science is rigorous and thorough. This enables teachers to set ambitious targets in these subjects for each pupil. When pupils move classes, their next teacher can review these targets early in the autumn term, adjust them if required and plan their teaching accordingly. Progress through the year is assessed, carefully recorded and reported to parents. The senior management team oversees the process. Teachers are very clear about their contributions and how they build up to the statutory targets the school is required to set for English and mathematics attainment at the end of Year 6.
25. Though the foundation subjects are taught well and pupils' work is marked promptly, the school does not have an accurate picture of pupils' progress in these subjects. Currently, individual pupils' attainment is not evaluated thoroughly enough to give a comprehensive picture of their capabilities. Teachers' records do not help them to identify clearly what pupils know and understand and so do not help them raise their expectations further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. To develop further the school's effectiveness, staff and governors should:

- (1) Improve strategic planning by
 - identifying specific priorities for improvement in pupils' performance for the end of the strategic period,
 - agreeing targets to judge progress and success, how these targets will be met and the overall resource implications.

Paragraphs 2, 3, 22, 23.

- (2) Improve assessment of the foundation subjects by
 - regularly monitoring and evaluating what pupils know, can do and understand,
 - developing a recording system that enables teachers to track pupils' progress.

Paragraphs 6, 16, 24, 25.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	5	5	4	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	135
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	32

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	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	3.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	8
	Girls	4	5	5
	Total	9	10	13
Percentage of pupils at NC level 2 or above	School	60 (76)	67 (92)	87 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	9
	Girls	4	5	4
	Total	9	13	13
Percentage of pupils at NC level 2 or above	School	60 (84)	87 (92)	87 (92)
	National	84 (82)	88 (86)	88 (87)

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
	2000	10	13	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	10
	Girls	11	11	11
	Total	20	18	21
Percentage of pupils at NC level 4 or above	School	87 (94)	78 (88)	91 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	10
	Girls	9	11	10
	Total	16	17	20
Percentage of pupils at NC level 4 or above	School	70 (75)	74 (69)	87 (81)
	National	70 (68)	72 (69)	79 (75)

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	135
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	21 : 1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	8

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	267869
Total expenditure	284862
Expenditure per pupil	2110
Balance brought forward from previous year	27744
Balance carried forward to next year	10751

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Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	3	2	
My child is making good progress in school.	58	35	5	2	
Behaviour in the school is good.	47	47	4		2
My child gets the right amount of work to do at home.	46	44	10		
The teaching is good.	71	24	5		
I am kept well informed about how my child is getting on.	47	32	19	2	
I would feel comfortable about approaching the school with questions or a problem.	70	18	10	2	
The school expects my child to work hard and achieve his or her best.	66	29	5		
The school works closely with parents.	47	36	15		2
The school is well led and managed.	44	46	8		2
The school is helping my child become mature and responsible.	48	45	3	2	2
The school provides an interesting range of activities outside lessons.	44	40	8	6	2