

# INSPECTION REPORT

## **COCKERHAM PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL**

Cockerham, Lancaster

LEA area: Lancashire

Unique reference number: 119525

Headteacher: Mr F Green

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 26<sup>th</sup> – 27<sup>th</sup> March 2001

Inspection number: 191634

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Cockerham Lancaster
Postcode:	LA2 OEF
Telephone number:	01524 791550
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Len Sixsmith
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr M Newell 10638	Registered inspector
Mr S Hussain 9981	Lay inspector

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 OTU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Cockerham, about four miles from the city of Lancaster. The school is a popular school with 83 pupils on roll. Assessment data shows that children's attainment levels when they start school are at an average level although a small percentage of children attain at a high level. All pupils are of white ethnic origin. The number of pupils eligible for free school meals is below the national average as is the number of pupils identified as having special educational needs or a statement of special educational need.

### **HOW GOOD THE SCHOOL IS**

This is a very good school that enables pupils to achieve high standards in English, mathematics, and science and to achieve well in information and communication technology. Under the excellent yet modest and innovative leadership of the headteacher, it is a school that is constantly looking at how it can improve further. There is an excellent team spirit present in the school with all staff and governors committed to achieving and sustaining high standards. Pupils show very good attitudes to school and behaviour is of a high standard. Relationships throughout the school are excellent and the school makes impressive provision for the personal development of all pupils. The quality of teaching during the inspection was never less than good and on occasions very good or excellent. Each and every child's individuality is recognised and celebrated. This together with the vibrant and exciting curriculum and learning opportunities that the school provides make a powerful and effective contribution to the good progress that pupils of all abilities make. Taking all factors into account this is a school that is providing very good value for money.

#### **What the school does well**

- Pupils achieve high standards in English, mathematics and science and achieve well in information and communication technology by the time they leave the school.
- The good and at times very good and excellent teaching ensures that pupils of all abilities make good progress and learn in an effective manner.
- Pupils have very good attitudes to school and their enjoyment of school is reflected in the excellent attendance rates.
- The school makes excellent provision for pupils' personal development and pupils respond by behaving in a most mature and sensible manner.
- The school provides a challenging and stimulating curriculum that adds much to pupils' academic development.
- The procedures that are in place for ensuring pupils' welfare and well-being are impressive.
- The leadership provided by the headteacher is excellent. He has played a pivotal role in building a team of staff and governors who work together in an impressive manner to help provide a high quality of education for all pupils.

#### **What could be improved**

- The involvement of pupils in setting targets for their own improvement.
- The quality of marking of pupils' work.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in 1997. Standards in English, mathematics and science have improved. The quality of teaching has also improved, with teaching consistently of a good or better quality. Many of the numerous strengths identified at the last inspection have been maintained. The school was asked to address three key issues following the last inspection and these issues were addressed in a very thorough and effective manner. The provision that the school makes for the youngest children is now of a good standard and, because of the quality of teaching and provision, children are making good and at times very good progress across all areas of learning. The last inspection flagged up weaknesses in the quality of computer resources. The school now has two computer suites and a very good range of appropriate software. This area of the curriculum is now a strength of the school. The headteacher has put in place excellent procedures to assess the impact on standards of any new initiatives whether they are national, local or generated by the school. This is a school with no sense of complacency. The inspirational leadership of the Headteacher, together with the commitment and dedication shown by staff and governors, indicates that the school is very well placed to continue to provide a high quality of education.

## 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	A*	A*	A*	A
science	A	A	B	C

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

The above table shows that, when compared to all schools, pupils' attainment in English, mathematics and science has been at a consistently high or above average level over the last three years. Often the school's results have been in the top five per cent of schools nationally. The percentage of pupils that exceed the level expected of 11-year-olds is consistently well above the national average. The school performs well when its results are compared to similar schools. The slight dip in attainment in science can be explained by the fact that the percentage of pupils exceeding the level expected of 11-year-olds was not as high as expected. The small size of the school means that a relatively small number of pupils are assessed each year at the end of both key stages and comparisons with national statistics need to be treated with some caution. However, this is a school that ensures that each and every child fulfils their potential and there is no evidence of underachievement. Inspection findings show that the school is on track to achieve high standards again in the end of Key Stage 2 tests later this year. At the end of Key Stage 1, pupils attain well above average standards in reading and above average standards in writing and mathematics. Pupils of all abilities make good progress and achieve at a level that matches their ability. The great emphasis that the school has placed on developing the provision for information and communication technology has paid dividends. The high quality of resources and the very good standard of teaching have made a powerful contribution to the above average standards that are now being achieved in this area of the curriculum.

The attainment of children when they start school is presently at an average level with a small percentage of children starting school with high levels of attainment. Children make a good start to their educational lives and by the time they start in Year 1 many pupils achieve beyond the nationally recommended Early Learning Goals across all areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are very keen and enthusiastic learners. They have very good attitudes to work and school in general and show a real desire to do well.
Behaviour, in and out of classrooms	Very good. The pupils behave in a very mature and responsible manner both in lessons and around the school. They show an impressive awareness of the needs of others.
Personal development and relationships	Excellent. The school makes excellent provision for pupils' personal development. Relationships between pupils and with adults working at the school are outstanding. These factors help to create an excellent environment for learning.
Attendance	Excellent. The pupils clearly enjoy school and this is reflected in the level of attendance, which 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
14 Lessons seen overall	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.*

The quality of teaching is consistently of a good standard and at times is very good or excellent. The quality of teaching makes a significant contribution to the quality of pupils' learning and the good progress that pupils of all abilities make. During the inspection teaching was excellent in 7 per cent of lessons, very good in a further 29 per cent of lessons and good in the remaining lessons. Literacy and numeracy are taught well across the school. Teaching ensures that pupils are provided with opportunities to write for a wide range of audiences and purposes and for pupils to learn through practical and investigative tasks. Pupils are directly taught the skills to enable them to become very competent and expressive readers. A great strength of the teaching is the manner in which the individual skills of teachers are used to great effect in classes other than their own. This specialist teaching has a big impact on the standards that are achieved. Many lessons are challenging and thought provoking, for example, when tackling issues such as prejudice, animal testing or asking pupils to explore why there are different perceptions of historical events held by different people. The quality of the teaching and the very positive attitudes to work held by the pupils form a powerful combination that helps to create a most effective environment for learning. Whilst teaching is often characterised by a high level of expectation, the marking of pupils' work is not consistently used to outline to pupils what they need to do to improve.

## OTHER ASPECTS OF THE SCHOOL



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The school provides a broad, balanced and very relevant curriculum. Very good use is made of computers to support pupils' learning in all areas of the curriculum. The wide range of visits and visitors that the school provides brings an added dimension to pupils' learning.
Provision for pupils with special educational needs	Good. The school makes good provision for pupils with special educational needs and helps to ensure that these pupils progress at the same rate as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school places a great emphasis on the personal as well as academic development of pupils. The school places a great sense of responsibility on the pupils and helps promote in them a sense of tolerance and respect. The pupils respond in an impressive manner and revel in the responsibility that is entrusted in them.
How well the school cares for its pupils	The school cares for all pupils in an impressive manner. The staff know all the pupils very well and recognise and celebrate the individuality of pupils. The school has recognised the need to implement sharper target setting procedures to have a greater impact on how well pupils achieve.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides excellent and inspirational leadership. He has played a pivotal role in the development of the school. He is very well supported by a dedicated staff. There is an excellent team spirit prevalent in the school with all staff committed to ensuring that the school provides a high quality of education.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its responsibilities well and is effective in the way in which it holds the school to account for the quality of education it provides.
The school's evaluation of its performance	Very good. The school is effective in the way that it evaluates its own performance. The headteacher carries out a detailed analysis of test results and this analysis is then discussed in great detail by staff and the Governing Body. Very good procedures are in place to monitor the quality of teaching and learning.
The strategic use of resources	Very good. Very good use is made of all the resources available to the school and this makes an important contribution to the standards achieved. Very good use is made of the individual talents of teachers, and of the building and resources to enhance pupils' learning. The principles of best value are applied very well when purchasing goods or services. Financial planning is of a high standard.

The school has made innovative and attractive improvements to both the interior and exterior accommodation that have added considerably to the quality of the learning environment. Staffing levels are appropriate and the quality and range of learning resources are very good and add significantly to the quality of teaching and learning in lessons.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The fact that their children enjoy school.</li> <li>• The progress that children make.</li> <li>• The standard of behaviour.</li> <li>• The quality of teaching and the high expectations that the school sets.</li> <li>• The approachability of the school and the close working relationship between the school and parents.</li> <li>• The manner in which the school is led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework that is set.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection findings support the very positive views expressed by the vast majority of parents. The amount of homework that is set is similar to that found in the majority of primary schools and is therefore judged to be satisfactory. The school is small in size when compared to other schools but still provides a good range of extra-curricular activities. As well as extensive visits and visitors to school, sporting, musical, computer and modern foreign language clubs are held at lunchtime or after school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve high standards in English, mathematics and science and achieve well in information and communication technology by the time they leave the school.**

1. This is a school that is committed to achieving and sustaining high standards. It is a school that is constantly looking at how it can improve and shows no sense of complacency in its desire to provide the best quality education possible for its pupils. The school provides tasks and learning opportunities that are vibrant and exciting. The work that is set for pupils of all abilities is challenging and demanding and this ensures that pupils, regardless of ability, fulfil their potential. The higher attaining pupils and pupils with special educational needs are all provided with tasks that match their ability and at the same time receive support and teaching that is constantly seeking to push them on. The school recognises and celebrates the individuality of pupils and ensures that work is carefully matched to their individual needs. These factors, together with the consistently good and often very good teaching and the impressive attitudes pupils show towards school, form a powerful combination that enhances the quality of pupils' learning. The school is small in size and so only a small number of pupils are assessed each year. However, test results at the end of Key Stage 2 show that pupils attain consistently high standards in English, mathematics and science by the time that they leave school. In some instances, the results that the school achieves are in the top five per cent of schools nationally. The school also performs well when its results are compared to similar schools. Any slight dip in attainment, such as in science, can be explained by the fact that the percentage of pupils exceeding the level expected of 11-year-olds was not as high as expected.
2. Inspection findings show that the trend of high attainment is set to continue, with a high percentage of pupils on track to meet or exceed the levels expected of 11-year-olds in English, mathematics and science by the time that they leave school. The school has put a great deal of time and effort into improving standards in information and communication technology since the time of the last inspection. The school's efforts have been successful because this area of the curriculum is now a strength of the school, with attainment for a high percentage of pupils at the end of Key Stage 2 above the nationally expected level.
3. Reading standards are at a high level by the time that pupils leave school and pupils acquire skills at a good rate at both key stages. The school strikes a good balance between developing in pupils a love of literature and the systematic and direct teaching of the specific skills to enable pupils to become very good readers. In the Foundation Stage and at Key Stage 1, classroom displays show pupils the importance of print in conveying meaning. The pupils are introduced to a wide range of fiction and non-fiction and pupils are always keen to pick up a book. Pupils are enthralled when listening to stories that are read animatedly by teachers. The high standard of books in terms of quantity and quality adds to the learning environment. Pupils are taught how to tackle unfamiliar words using their phonetic knowledge, picture clues or context clues. They are taught how to use a dictionary effectively and how to locate information in books by using the contents and index pages. Opportunities are regularly provided for pupils to read out loud in both small group and class situations. Pupils are taught the importance of taking account of punctuation and how they can make text come to life by reading with expression. The careful way in which teachers deal with any mistakes means that pupils' confidence is never undermined and many are delighted when they are asked to read out loud. All these factors help pupils at the end of Key Stage 1 to become

accurate, fluent, expressive readers who show a good understanding of what they have read. The pupils are heard reading on a regular basis both at school and at home. This is an effective partnership because the skills that are taught in school are reinforced through regular practice at home and both teachers and parents work together well to promote the fact that reading can be a source of pleasure as well as a vehicle for developing greater knowledge.

4. Pupils continue to acquire reading skills at a good rate at Key Stage 2 and as a result attain high standards in reading by the end of this key stage. By the time that pupils leave school many are accomplished readers. They read with great expression and show the ability to read beyond the literal level. Again, a feature which contributes to the good progress that pupils make is the manner in which skills to help improve reading are taught in a systematic manner. When pupils are provided with opportunities to locate information, whether it is in English, geography or history, they are taught how to skim and scan for information. This results in pupils finding the information quickly and accurately. Pupils are made aware that there are a wealth of different authors, poets and playwrights who write in different genres and who can evoke different responses in the reader because of the manner in which they write. Pupils have a good knowledge of the work of writers such as C.S. Lewis, Robert Louis Stevenson, Enid Blyton, J.K. Rowling, Lucy Daniels, and Jacqueline Wilson to name but a few. They articulate their thoughts and opinions clearly as to why they like a particular book or character. The opportunities that are provided to read class readers and the manner in which teachers assist the pupils result in further improvements in the expressiveness of pupils' reading and in their understanding of the text.
5. Pupils throughout the school have very good speaking and listening skills. At both key stages pupils listen attentively and are always keen to take part in discussions. The pupils show a high regard for the contributions of their classmates and often take on board what has been said and then modify their own contribution. Pupils follow instructions well and this shows in the way they quickly get on with their work after a class introduction, well aware of what is required. Pupils of all ages use a good level of technical vocabulary when they are asked to talk about their work in mathematics, science or information and communication technology. Pupils are articulate in the way in which they talk about their own preferences in literature or about their interests and hobbies. It is clear that throughout the school the views of pupils are respected and valued. At the same time, teachers sometimes play the devil's advocate in discussions on issues, such as prejudice, animal testing or when asking pupils to explore why there are different perceptions of historical events held by different people. Such discussions are carried out in a very skilful manner, are thought provoking and extend the pupils' thinking and responses to a higher level. The fact that pupils know that classmates and teachers alike will listen to their views adds to the confident air that is a feature of many discussions throughout the school.
6. Writing standards are good by the end of Key Stage 1 and very good by the time that pupils leave school. The main reason for the good progress that pupils make and the high standards they achieve is the fact that the pupils are taught from an early age the necessary skills to enable them to be accomplished writers. At the Foundation Stage and at Key Stage 1, the pupils are taught the importance of story structure and of developing their skills, firstly of correct letter formation and then of cursive, legible script. Pupils are taught phonic skills through their writing as well as their reading and this has a most beneficial impact on their learning. The school places considerable emphasis on the teaching of strategies to help pupils with their spelling and these help pupils to become accurate and confident spellers. The good progress continues at Key Stage 2. The pupils continue to be taught in a manner that enables them to develop the ability to

write extended pieces of writing that capture the readers' attention because the pupils write expressively and sustain a character or plot that does not fizzle out at the first hurdle. The pupils are taught the importance of including metaphors and similes when writing prose or poetry and the pupils respond by writing imaginative pieces of writing. Pupils write letters, original stories, plays, poetry and autobiographies as well as persuasive and compelling arguments against racism, prejudice and animal testing. Writing skills are extended and enhanced because of the effective way in which teachers ask pupils to write in other areas of the curriculum. Rather than simply filling in worksheets, pupils are expected to write up scientific experiments in their own words, to complete impressive homebased topics on the solar system, to explain why there was a slump in trade in the 1930s, or why there is a need for the European Union. Pupils rise to the challenge and produce work of a high standard.

7. Standards in mathematics are above average at the end of Key Stage 1 and well above average by the time that pupils leave school. The good and at times very good quality of teaching ensures that pupils of all abilities learn effectively and make good progress. In the Foundation Stage and at Key Stage 1, the school places considerable emphasis on learning through practical and investigative activities as well as more formal mathematics. This approach fills the pupils with a desire to find things out for themselves and enhances their learning. The basic skills of numeracy are taught well and this gives pupils the confidence to tackle all aspects of their work with confidence. By the end of Key Stage 1, many pupils carry out mental agility tasks well and have a good grasp of shape, space and measures. The good progress and effective learning continues at Key Stage 2 because of the effective teaching and the desire to do well shown by the pupils. The pupils enjoy nothing better than rising to the challenges that are presented to them when the teachers ask them to explore the different ways to solve problems of increasing complexity. The manner in which pupils are expected to use and extend their numeracy skills in other areas of the curriculum adds to their learning. By the end of the key stage, many pupils solve calculations with speed and accuracy. All elements of the subject are well and in depth, and by the time that pupils leave school they have a very good knowledge of shape, they measure accurately, fully understand probability and interpret data effectively.
8. By the time that pupils leave school they attain well above average standards in science. The slight dip in attainment in 2000 was due to the fact the percentage of pupils exceeding the level expected of 11-year-olds in the National Curriculum tests was not as high as expected. The present Year 6 pupils are on track to achieve above average standards in the tests for 2001. Attainment at the end of Key Stage 1 is above average. Teaching at both key stages is never less than good and ensures that pupils develop the ability to carry out investigations accurately alongside the systematic and progressive acquisition of scientific knowledge and understanding across all elements of the subject. This good quality of teaching and the enthusiasm of the pupils form an important combination resulting in pupils learning well and making good progress. By the end of Key Stage 1, pupils have a good knowledge of the human body and name bones, such as the pelvis. Many pupils know exactly what diet is needed for a healthy lifestyle. Pupils understand magnetism and other forces and build electrical circuits with confidence and ease. The pupils then use their scientific knowledge to help make accurate predictions and to explain what happens in their experiments. By the end of Key Stage 2, the pupils usually achieve well above average standards. The pupils benefit from an in-depth coverage of the science curriculum and high quality teaching that sets high expectations. Pupils understand and explain magnetic lines of force and air resistance. They have a very secure knowledge of living things, materials, electricity, and light and sound. Teachers are keen to capitalise on every opportunity to advance pupils' learning. A visit to the local parachute centre deepened pupils' learning and

understanding of forces. Pupils are asked to carry out research projects at home on areas of study, such as the "Earth and Beyond." The finished results are impressive and significantly enhance pupils' learning. The teachers promote pupils' sense of scientific enquiry and investigation at every opportunity and, as a consequence, pupils' ability to carry out accurate tests goes hand in hand with the acquisition of scientific knowledge.

9. The pupils achieve above average standards in information and communication technology by the time that they leave school. The school has devoted great time and effort into improving standards in this area of the curriculum since the time of the last inspection and this has paid off. The establishment of two computer suites, the purchase of high quality software, the motivational levels of the pupils and, most importantly, the highly effective teaching have had a significant impact on the standards now being achieved and on the quality and speed at which pupils learn. Pupils have regular access to computers during lesson time, before school begins and at break and lunch times. Pupils of all ages are confident computer users. The school places great trust in pupils working independently and the trust is never abused. The direct teaching of specific skills and then the provision of time to practise, explore and extend their activities mean that very few opportunities are missed to challenge and enthuse pupils and to enhance their learning. Working with computers is an integral part of school life. Computers are used to support pupils' work in English, mathematics and science and to carry out research tasks across a wide range of topics both at school and at home. Pupils use computers to help design and make different products and to compose music. As a result, by the end of Key Stage 1 many pupils fully understand what a computer can do and what its uses are in the wider world. Pupils word process well and use a graphics package with ease and confidence. Many pupils search a CD ROM, with the higher attainers choosing the most appropriate search techniques. When controlling a programmable toy, pupils produce instructions of varying degrees of accuracy, with the more able pupils predicting the results and outcomes of their actions. The pupils are taught to use appropriate technical vocabulary to explain their work and they do this with success. By the end of Key Stage 2, many pupils create a multimedia presentation, use word processing facilities to draft and edit work, and are very confident and adept at understanding the procedures and programming devices in controlling and modelling activities. Pupils have a well-developed awareness of the potential of computers in the wider world and many are proficient at accessing and interpreting information on the Internet and communicating using electronic mail. Pupils show a good awareness of the need to use key words if they want to access information quickly and accurately and this often shows when they are carrying out research tasks in science and history.

**The good and at times very good and excellent teaching ensures that pupils of all abilities make good progress and learn in an effective manner.**

10. The consistently good and at times very good and excellent teaching helps to ensure that pupils learn in a most effective manner and that pupils of all abilities make good progress. The teaching is often challenging and is well adapted to meet the needs of pupils who learn at different rates. The tasks that are set are often demanding and pupils relish the challenge. This shows in their pace of working and their eagerness to complete tasks well. During the inspection, teaching was excellent in 7 per cent of lessons, very good in a further 29 per cent and good in the remaining lessons.

11. Literacy and numeracy are taught well across the school and this makes a significant contribution to the quality of pupils' learning. The way in which teachers directly teach the skills to enable pupils to become proficient readers and writers means that from an early age pupils are equipped with the strategies to help them tackle unfamiliar words and read with a good level of understanding. In writing, pupils are taught the importance of story structure and try to keep the momentum of the story going right to the end rather than letting it just fizzling out after a lively start. The good quality of teaching continues at Key Stage 2, where pupils are taught more advanced reading skills in an effective manner. The pupils are taught how to locate information from books speedily and accurately, how to look for meaning beyond the literal level and the importance of skimming and scanning text. The pupils are expected to transfer the expressive vocabulary they use when speaking into their writing and explore more deeply how language, such as metaphors and similes, can be used in prose and poetry to bring work to life and capture the attention of the reader. An example of this was seen in a lesson for Years 3 and 4 pupils, where the pupils were asked to examine the work of a modern poet who had used similes in an evocative manner. The skilful choice of poem graphically illustrated the teaching point that the teacher was trying to make. As a result, when the pupils were asked to write their own poems using metaphors and similes they did so to a good standard with enthusiasm and originality. The teaching at this key stage gives pupils the skills to build up a plot in story writing, to build up characters, to write persuasive arguments, and ensures that pupils write well for a whole range of audiences and purposes. Throughout the school, pupils are taught different spelling strategies well. They are taught the importance of using correct grammar and of presenting their work in a neat and legible manner. This means that the content of the writing as well as the grammatical structure and presentation are often of a uniformly good standard. The good quality of teaching promotes the development of pupils' literacy skills across the curriculum. The independent study and research that pupils are asked to undertake at home in, for example, a science project on "The Earth and Beyond" adds much to pupils' literacy skills as well as deepening their scientific knowledge. In a history lesson, pupils were asked to research the Olympic Games and taught how to take notes in an effective manner.
  
12. The teaching of numeracy across the school is good and at times very good. A feature of many lessons is the quick fire question and answer sessions at the start of lessons to sharpen pupils' mental agility skills. These are very successful because they present the pupils with a challenging but fun range of tasks and activities. The pupils are always motivated and look forward to the sessions with great enthusiasm. The learning atmosphere is further heightened when the teacher uses a stopwatch to time the speed of pupils' responses. The quality of teaching and learning is good when what the pupils are to learn is shared with them at the start of the lesson. This results in the pupils being more actively involved in and taking responsibility for their own learning. The tasks that are set for pupils are often challenging and demanding. In a lesson for pupils in Years 5 and 6, the pupils were set the task of converting currencies. The pupils became so engrossed in the concept that a small number started to examine, without being prompted, a strategy for converting metric measurement to feet and inches. The best teaching encourages pupils to examine different strategies to solve problems of increasing complexity. These strategies are then shared with the rest of the class and the learning of the whole class is enhanced. The teachers throughout the school are always looking for ways in which pupils' numeracy skills can be used in other areas of the curriculum. Good examples were seen in science, when calculating the distance between planets or in carrying out accurate measurements of temperatures and in history, when calculating how long ago certain events happened in the past.

13. The quality of relationships within the school is excellent and it is clear that pupils and teachers enjoy one another's company. Pupils and teachers help to create a very effective learning environment. Teachers value greatly the views and opinions that are expressed by pupils in class and group discussions and in school assemblies. The pupils know that they will be listened to and their views respected. In a very good citizenship lesson the teacher tackled the issue of animal testing. The teacher skilfully and sensitively involved all the pupils and used the pupils' own experiences of living in a farming community to draw the distinction between killing animals for food and testing for the development of drugs and cosmetics. The way in which the teacher skilfully played the role of devil's advocate produced an impressive level of debate with the pupils totally capable of arguing their point of view with classmates and the teacher. A collective groan of disappointment filled the classroom as the lesson ended.
14. A feature of teaching that adds considerably to pupils' learning is the way that the individual skills of teachers are used in classes other than their own. Two teachers, for example, teach information and communication technology across the school. This teaching is often of a very good standard. The school has two computer suites and pupils have regular access to computers. The teachers teach the specific skills that enable pupils to acquire a good range and knowledge of the full information and communication technology curriculum. Instructions are clear and pupils are encouraged to explore the potential of computers for themselves. The tasks that are set are challenging whether it be putting together a multi-media presentation, using graphical modelling to design a dig for victory garden or, for the youngest children in the school, assembling text and pictures. A great strength is the fact that pupils' prior knowledge and attainment is consistently built on and developed and this enhances the quality of their learning. The pupils are provided with opportunities to refine their work. The teachers teach with great enthusiasm and in some instances excellent subject knowledge. This motivates the pupils, who are always keen to work on computers at lunchtime and before and even after school and in doing so consolidate and extend their knowledge and skills.
15. The headteacher teaches physical education across the school and the quality of teaching is often excellent. The level of enthusiasm, the high expectations, the excellent use of demonstration in both gymnastics and dance, the reinforcing of pupils' literacy and numeracy skills and the drawing of pupils' attention to how melancholic music can impact on movement were just some of the features present in a single lesson. The pupils were enthralled from the first minute and worked non-stop for the whole lesson with complete enjoyment yet also knowing that they were learning a great deal. The school works closely with a local teacher training institution and both the tutor and students come to the school on a regular basis to help develop pupils' physical education skills alongside the headteacher. The sessions are very well organised, well taught and add much to pupils' personal and social development as well as their physical skills.
16. The school is very effective in how it deploys and uses the skills and talents of individual teachers and support staff. For example, while some pupils are working in the computer suite, others are benefiting from good quality science teaching, which enables the pupils to investigate and explore in the classroom with the benefit of more space and better access to high quality of resources. In the Foundation Stage, while some children are undertaking well-planned activities in the classroom with the nursery nurse, others are in the hall participating in high quality painting and construction activities. This attention to detail that the school pays in making sure that teachers, support staff, resources and accommodation are used to their fullest potential impacts significantly on the quality of pupils' learning and the progress that they make. This is a school where teachers enjoy



teaching and pupils enjoy learning and this contributes significantly to the high standards that are achieved.

**Pupils have very good attitudes to school and their enjoyment of school is reflected in the excellent attendance rates.**

17. The pupils have very good attitudes to learning and show a great desire to do well. From an early age, pupils show an enthusiasm for learning and a readiness to take on board new knowledge and skills. These factors play an important role in the high standards that the pupils achieve by the time that they leave the school.
18. The children in the Foundation Stage quickly acquire good levels of confidence and interest and become conversant with the routines of the school day and respond well to the high expectations of behaviour and achievement that are set by all adults that they work with. The children are always ready to contribute their ideas in discussions but at the same time show a readiness to listen to and appreciate the views of their classmates. The children are encouraged to be independent and this shows in the way in which children are always ready to help tidy up after activities. The children clearly enjoy school and the activities that are planned for them and particularly enjoy taking part in practical activities. Even at this early age the children have good levels of concentration and work on tasks for surprisingly long periods of time. The children show good levels of maturity and recognise the need to respond differently to different situations. An excellent example of this was seen when, as part of a painting lesson, the headteacher painted children's hands to do hand prints. This caused great amusement, as the children could hardly believe what the headteacher had done. Within seconds, however, the children were answering questions in a most articulate manner about the texture of the paint, how it felt and commenting on the quality of different handprints. The teaching does much to promote in children a sense of curiosity and inquisitiveness and that it is better to attempt something and not succeed than not to try at all. This helps to build up children's confidence and self-esteem.
19. Pupils at Key Stage 1 and Key Stage 2 continue to have very positive attitudes to work and to school in general. The school places a lot of trust and responsibility in the pupils and they revel in this. Opportunities are provided for pupils to catalogue books in the library, to work independently in the computer suites outside of lesson time, to initiate fund raising activities and to answer the telephone. These opportunities show how much the school trusts and values them and promotes a real love of school in the pupils. Pupils respond in an exemplary manner. They take a full and active part in all lessons, and are always ready to make valid and valued contributions. Pupils work at a good pace and take a pride in their work. They listen attentively and once something has been explained to them they are eager to get on with it. Pupils are keen to find things out for themselves. This shows in the investigative work that they carry out in subjects such as science and history. The research topics that they complete at home are impressive and involve pupils pursuing many lines of enquiry, often independently, to produce finished books of a high standard. The books are then available for pupils throughout the school to read. This enhances the learning of a greater number of pupils. Pupils are encouraged to use dictionaries, reference material or a thesaurus and not rely automatically on the teacher. This is embedded in school practice and pupils were often seen helping each other, whether it be with a mathematical problem or helping to design a garden on the computer. As part of the curriculum the pupils are exploring the concept of citizenship. Issues that are discussed include racism, fox hunting, law and justice and poverty. The pupils thoroughly enjoy these discussions and contribute with a high level of maturity and sensitivity. It says much about the quality of attitudes and responses of the pupils that teachers feel confident and secure that such issues can be

tackled, knowing that pupils will contribute much to the debate in a mature and constructive manner. The very positive attitudes and desire to learn that pupils have contributes significantly not only to the quality of learning within lessons but also to the life of the school as a community.

20. The extent to which pupils enjoy school is reflected in the excellent attendance rates that the school achieves. The attendance rate is well above the national average and the vast majority of pupils arrive on time to school, ensuring that all lessons get off to a brisk and purposeful start. Very good procedures are in place to promote good attendance and the impact that this has on pupils' learning and attainment.

**The school makes excellent provision for pupils' personal development and pupils respond by behaving in a most mature and sensible manner.**

21. The school makes excellent provision to promote the personal development of pupils alongside their academic development. From an early age, the school seeks to promote the concept in children that they are responsible for their own learning and for their own behaviour. The school teaches the importance of children recognising the difference between right and wrong. Good behaviour is recognised and valued and pupils understand the importance of good behaviour in helping the school to function as an orderly community. The pupils at Key Stage 1 and 2 show a good awareness of the school rules and have a well developed sense of what is expected of them in terms of behaviour and academic achievement. Respectful behaviour towards adults and one another is a strong feature of the school. Within assemblies, group and class discussions, the pupils are provided with opportunities to reflect on their own values and beliefs. The pupils have studied the life of Martin Luther King, the impact that his speech "I Have A Dream" had on the world and have then thought about what their ideal world would look like. This deepened pupils' awareness of the inequality and prejudices that some people have to endure. The atmosphere that is prevalent in the school is one where the individuality of the pupils is recognised and valued. Staff and pupils treat one another with dignity and respect. The pupils recognise and value the trust and responsibility that staff place in them by working productively both independently and in groups and by carrying out jobs around the school in a most effective manner.
22. The school does much to promote pupils' awareness of their own and different cultures. Visits to art galleries, museums and venues, such as The Lowry Centre, do much to extend pupils' knowledge of the wider world. The manner in which the visit to the Lowry Centre was organised was particularly impressive. The teacher involved carried out a pre-visit, recognised that no booklets were available from the centre to encourage the pupils to look at all the different exhibits and so produced high quality booklets of her own that took the pupils on a learning trail through the centre. This resulted in pupils' cultural awareness being significantly enhanced. Pupils' awareness of other cultures is effectively promoted through religious education, geography and through visitors, such as a group of Muslim students from a local high school. Opportunities are regularly provided for pupils to listen to and appraise music from all over the world and to study the work of famous artists.
23. The younger pupils in the school are given opportunities to develop a sense of responsibility by carrying out routine tasks around the school. In class, there is an expectation that they will work independently and play a pivotal role in putting out and putting away resources. As pupils get older, they add much to the family nature of the school by helping and caring for the younger pupils. Pupils can regularly be seen helping to set the hall up for assemblies and physical education lessons. Pupils are

assigned tasks, such as keeping the computer suites tidy, answering the telephone, and classifying the school library onto a computer database. The school does a great deal to promote initiative in its pupils. The pupils know that their ideas will be valued. One such example is the newsheet that the pupils themselves write using the computers, which is then distributed to all families. Pupils run coffee mornings to raise money for Macmillan nurses. They set up stalls and sell goods, with no adult prompting, for Comic Relief. They ran a "chocolate morning" for Christian Aid and raised money for the homeless people in the nearby city of Lancaster. All these events and activities are indicators of the great desire that the pupils show to help people less fortunate than themselves. The manner in which the school actively encourages the pupils develops a greater sense of pride in the pupils and does a great deal to enhance their personal development.

**The school provides a challenging and stimulating curriculum that adds much to pupils' academic development.**

24. The school provides a broad and balanced curriculum that promotes pupils' learning in a very effective manner. The school not only ensures that literacy and numeracy skills are developed well throughout the school but it provides the pupils with a curriculum that covers all subjects in sufficient depth and an appropriate allocation of time to each subject. Alongside this, the school ensures that pupils learn in an effective manner about healthy lifestyles and drug awareness. The school makes sure that issues such as pollution, prejudice, the environment and citizenship are firmly embedded in the school's curriculum. Pupils are provided with opportunities to study the wider world and to examine the inequalities that exist. The school is very keen to widen pupils' perspective beyond their immediate locality and, as a result, pupils leave the school as well rounded individuals, whose personal and social development has been nurtured alongside their academic development.
  
25. The school seeks to develop a sense of curiosity and inquisitiveness in the children from an early age. In the Foundation Stage, the children are given opportunities to learn through practical activities, such as construction work, sand and water play and role-play activities alongside more formal activities. Often the tasks have specific learning aims, which means that the opportunities for learning are fully exploited. At Key Stages 1 and 2, the development of pupils' literacy and numeracy skills is achieved not only through the discrete teaching of skills within lessons but also by using every opportunity to promote these skills in other areas of the curriculum. The pupils are systematically provided with opportunities to develop their investigative skills in mathematics and science and use their knowledge to help them solve problems or to explain why things happen as they do in their scientific experiments. The broad and balanced curriculum that the school provides includes studying the work of famous artists and musicians, such as Beethoven, Vivaldi, Mozart, Lowry, and Monet. In history, pupils study the Egyptians, life in Ancient Greece, the Aztecs, the Victorians and life in Britain since the 1930s. Geography is taught in depth and the pupils acquire a good knowledge of rivers, mountains and of Europe and develop good mapping skills. A strength is that the learning does not just centre on knowledge, as the pupils are asked to compare and contrast differing localities, to justify the existence of the European Union or to explain why different people have different viewpoints on different events in history. This adds to the quality of pupils' learning. The school also promotes the use of computers in all areas of the curriculum. The skills that are directly taught in discrete information and communication technology are then consolidated and in some cases extended in other areas of the curriculum.

26. The school provides a very good range of visits and visitors that add to pupils' learning. The great strength is the fact that when each visit is planned, the teachers ensure that the pupils gain as much educationally as they possibly can. Often the visits link in to a particular topic that the pupils are studying. This makes the visit more relevant and meaningful and improves the quality of learning. The pupils have visited paper mills, a cheese factory, Heysham power station, Wigan Pier, Lancaster University Weather Station and a range of farms and zoos and have followed a nature trail at Leighton Hall. These are just some of the extensive visits that have been made. In addition, the pupils take part in residential visits to the Lake District and make good use of the locality in which the school is situated and the parish church of Cockerham. The visits to museums, theatres and art galleries add much to raising pupils' cultural awareness. Visitors to the school include members of the local community, historians, and clergy, who enhance the quality of collective worship. Despite the small size of the school, it provides a good range of extra-curricular activities that include a French club, a computer club, recorders and skittleball. The school takes part in inter-school competitions in football, rounders, skittleball, cricket and swimming. These provide further opportunities to develop pupils' social development as well as enhancing their physical skills.

**The procedures that are in place for ensuring pupils' welfare and well being are impressive.**

27. The school provides a very caring and supportive environment where pupils flourish. Pupils' well-being is fostered at every opportunity and nurtured alongside their academic development. The uniqueness of the individual is celebrated and the school constantly strives to ensure that the educational and emotional needs of the pupils are met. These factors add much to the quality of the ethos and learning environment of the school.
28. Excellent systems are in place to promote good behaviour and attendance and the effectiveness of these systems is reflected in the high attendance rates and the very good standards of behaviour that are evident throughout the school. The headteacher has developed excellent systems to track the personal development of pupils. Teachers are able to record the development of pupils on a computerised system that enables them to see at a glance how well pupils are doing or identifying any areas that are causing concern. The information is then used in a most effective manner at parents' evenings and when writing the reports on pupils' progress. This enables the teachers to give parents a very detailed account of pupils' personal and social development alongside their academic achievements. These impressive systems enable the teachers to record any piece of information that is relevant to the welfare of the pupils. This includes other medical and pastoral data. All this enables the school to care for the pupils in a most effective manner and to ensure that the needs of the individual are met and that any obstacles to learning are dealt with in a sensitive but efficient manner. The procedures for assessing any possible health and safety issues around the school are outstanding. These procedures include the regular checking of both the interior and exterior of the building for any possible hazards and exemplary guidance of how to tackle almost any eventuality. Excellent records are kept of all risk assessments that are carried out and of the action needed and how and when these actions are to be completed. These procedures highlight the high priority that the school places on pupils' safety and help to ensure that the school provides an environment that is conducive to effective learning.
29. The small size of the school means that all pupils are well known by all members of the staff. All adults in the school are committed not only to the academic development of the

pupils but also to ensuring that the pupils' welfare and well-being are given a high priority. In addition to the formal recording systems, the quality of relationships that exist within the school means that pupils know that they can approach any member of staff if they have a problem. Discussions with the pupils show that they feel very confident that staff would listen to them sensitively and that any issue would be dealt with quickly and fairly. This level of care and concern within the school helps the pupils to feel confident and secure and enhances the quality of the learning environment.

**The leadership provided by the headteacher is excellent. He has played a pivotal role in building a team of staff and governors that works together in an impressive manner to help provide a high quality of education for all pupils.**

30. The headteacher provides excellent leadership and management of the school. He is very well supported by a dedicated and effective staff and well-informed governors. He inspires, motivates and influences adults and pupils, leading by example both as an administrator and as a teacher. He has successfully built a team of people who work together in a very effective manner. This is a school that never rests on its laurels. It constantly evaluates the quality of education that it is providing and puts in place procedures to improve further. The headteacher has successfully established a very good school in which there is a shared commitment to provide a high quality of education and to sustain high standards. Staff, pupils, parents and governors recognise and value the leadership he provides. They appreciate that his strategic thinking has been central to the continued development of the school and to the very good level of improvement since the time of the last inspection.
31. The headteacher has a heavy teaching commitment, which he undertakes with boundless energy; often pupils benefit from his inspired teaching. This commitment, however, does not detract from his administrative duties and he has set up excellent computerised systems that help the school to run smoothly. These cover all aspects of school life and include curriculum planning, schemes of work that can be amended to take account of new national initiatives, procedures to record and track pupils' progress, proformas to track pupils' personal development, systems for long and short term financial planning and very impressive procedures for health and safety. A great deal of insight has gone into setting them up. The headteacher has invested a great deal of personal time in instigating these very effective systems. They ensure that the school runs in a most efficient manner, and help to improve the quality of education and learning for all pupils in the school.
32. Central to the effective management of this small school is the great sense of team spirit that has been developed. All the staff take an active role in formulating the priorities for the improvement of the school. All staff contribute to the decision making process and their views and opinions are valued by the headteacher. Good procedures are in place to monitor the quality of teaching and learning and these include formal lesson observations and the scrutiny of pupils' work. The fact that teachers teach classes other than their own for some subjects means that they have a good grasp of the quality of education and the standards that are being achieved in different subjects. The headteacher is currently looking at refining monitoring and evaluating strategies even further so that they can have an even greater impact on the standards that are achieved. A great strength of the school is that all staff are ready to reflect critically on what they do in order to improve and to provide the best quality of education possible.
33. Under the high quality leadership provided by the headteacher, the school has made very good progress since the last inspection in 1997. Standards in English, mathematics and science have improved. The quality of teaching has also improved

with teaching consistently of a good or better quality. Many of the numerous strengths identified at the last inspection have been maintained. The school was asked to address three key issues following the last inspection and these issues were addressed in a very thorough and effective manner. The provision that the school makes for children in the Foundation Stage is now of a good standard and, because of the quality of teaching and provision, children are making good and at times very good progress across all areas of learning. The last inspection flagged up weaknesses in the quality of computer resources. The school now has two computer suites and a very good range of appropriate software. This area of the curriculum is now a strength of the school. The headteacher has put in place excellent procedures to assess the impact on standards of any new initiatives, whether they are national, local or generated by the school. This is a school with no sense of complacency. The inspirational leadership of the headteacher, together with the commitment and dedication shown by staff and governors, indicates that the school is very well placed to continue to provide a high quality of education.

34. The Governing Body is very supportive of the work of the school and fulfils its responsibilities in an efficient manner. Governors have a good grasp of the strengths of the school and areas that could be improved. The Governing Body is kept very well informed by the headteacher and discusses issues, such as target setting and standards, in great detail. The governors contribute well to the process of school development planning and discuss and debate policy documents in depth before ratification and then acceptance as school practice. The Governing Body has become increasingly effective over the years in holding the school to account for the quality of education it provides. Relationships between the governors and the school are excellent and this adds much to the strong team spirit and to the sense of family and community that is prevalent throughout the life of the school.
35. The school development plan is of excellent quality and is an accurate assessment of the school's strengths and areas for development. There is an excellent match between financial planning and the priorities that are identified. The plan covers all aspects of school life and has played an important role in identifying issues and then putting in place strategies and procedures for improvement. The systematic and strategic way in which the headteacher has planned and then instigated improvements to both the interior and exterior accommodation have resulted in innovative and exciting structural improvements that have greatly improved the learning environment of both pupils and staff. These have included accommodation for the children in the Foundation Stage, computer suites and a far more attractive outside environment for the pupils to play in. Financial planning is of a high standard and the headteacher constantly evaluates the impact that major spending decisions have on standards. A good example of this is the manner in which the headteacher assessed how the additional money spent on developing the computer suites impacted on standards. The headteacher deploys teaching and support staff very effectively so that initiatives such as specialist teaching have the most beneficial impact on the quality of pupils' learning. Taking all factors into account, this school provides very good value for money.

## **WHAT COULD BE IMPROVED**

### **The involvement of pupils in setting targets for their own improvement.**

36. The school analyses test and assessment data and then uses the information to identify areas of weakness and set targets for improvement. The school is becoming increasingly effective in this area of school life as it examines attainment by gender, different groups of pupils and by the individual pupil. The importance that the school attaches to target setting has been an important factor in helping to raise standards. At the present time, however, the school does not actively involve pupils in setting their own targets for improvement. There are, for example, few opportunities for pupils to discuss elements of their work with teachers and then together to identify challenging but realistic areas for development that would impact positively on their learning. Older pupils do not attend consultation meetings alongside their parents where targets are discussed and agreed and this would strengthen the partnership between home and school and the contribution that parents make to their child's learning.

### **The quality of marking of pupils' work**

37. Teachers mark pupils' work on a regular basis. The school has an appropriate marking policy but the policy is not always followed in practice. Marking does not consistently outline to pupils what they need to do to improve their work or explain why a particular piece of work is judged to be of a good standard. There are some very good examples of marking, where constructive comments and pointers for development are clearly stated. In these instances, the pupils take on board the comments and the good standard of work is maintained or the less than satisfactory work improves. This very good practice needs to be disseminated across the school.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

38. In order to build upon the school's many strengths, high attainment levels and the very good quality of education that it provides, the Governing Body, headteacher and staff should:

**provide more opportunities for pupils to be actively involved in setting their own targets for improvement.**

**improve the quality of the marking of pupils' work so that it clearly outlines what pupils need to do to improve their work or clearly states why a piece of work is of a good standard.**

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	29	64	0	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)		83
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		7

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	3
Pupils who left the school other than at the usual time of leaving	4

### Attendance

Authorised absence	%
School data	3.2
National comparative data	5.6

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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



Information about the attainment of pupils at the end of Key Stage 1 is not published as there were fewer than 10 pupils entered for the tests. Information about the attainment of boys and girls at Key Stage 2 is not published, as there were fewer than 10 in each group.

### **Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	8	4	12

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100(100)	100(100)	100(100)
	National	75(70)	72(69)	85(78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92(78)	92(100)	92(78)
	National	70(68)	72(69)	80(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	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	71
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	23
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	43

#### **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	
--------------------------------	--

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 -2000
----------------	------------

	£
Total income	156031
Total expenditure	162792
Expenditure per pupil	2060
Balance brought forward from previous year	29268
Balance carried forward to next year	22507

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

86

Number of questionnaires returned

75

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	3	3	0
My child is making good progress in school.	57	35	6	2	0
Behaviour in the school is good.	56	40	3	0	1
My child gets the right amount of work to do at home.	28	49	19	4	0
The teaching is good.	59	39	1	0	1
I am kept well informed about how my child is getting on.	44	43	9	0	4
I would feel comfortable about approaching the school with questions or a problem.	67	28	2	0	3
The school expects my child to work hard and achieve his or her best.	55	43	0	0	2
The school works closely with parents.	35	59	3	0	3
The school is well led and managed.	59	36	2	0	3
The school is helping my child become mature and responsible.	52	39	5	1	3
The school provides an interesting range of activities outside lessons.	24	56	9	4	7