

INSPECTION REPORT

LILLIPUT C of E FIRST SCHOOL

Lilliput, Poole

LEA area: Poole

Unique reference number: 113783

Headteacher: Mrs E Long

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 10th – 11th May 2000

Inspection number: 191778

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
School address:	Lilliput Road Lilliput Poole Dorset
Postcode:	BH14 8JX
Telephone number:	01202 709013
Fax number:	01202 701309
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Barnes
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
Standards, notably in English, mathematics and science, are high.	
Pupils' attitudes are excellent and their behaviour and personal development are very good. Provision for pupils' moral and social development is very good.	
Teaching is of a high quality, being very good or better in almost a third of lessons.	
Very good leadership and management result in a very positive learning environment and a very good ethos.	
Procedures for assessing pupils' performance, and making use of such information, are very good.	
WHAT COULD BE IMPROVED	15
Although adequate, resources for information technology are in need of improvement.	
Developing further structured play opportunities outdoors for those children under five.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lilliput C of E Voluntary Controlled First School is situated in Lilliput, near Canford Cliffs in Poole, Dorset. The school is housed in good quality accommodation, the main part of which was completed in 1974 and extended with two designated reception classrooms in 1992. The school has a good hall and extensive, attractive grounds. There are 235 children on the school roll aged from four to eight. Numbers have increased by 25 since the last inspection. There are eight classes, two per year group, with an average of 29 pupils in each class. Pupils are drawn from the local surrounding area, mostly from private accommodation. The overwhelming proportion of pupils have had some kind of pre-school education and their attainment on entry to the school, aged four, is above average.

The headteacher is in her eleventh year at the school, having taken over the headship after previously serving as deputy. She is supported by eight full time teachers.

There are 39 pupils on the special educational needs register. This accounts for 16.6 per cent of the school roll, and is below the national average. One pupil has a formal statement under the terms of the DfEE Code of Practice¹, which is below the national picture. Three children are known to be eligible for free school meals, which is well below the national average of 20 per cent. No pupils require extra support as a consequence of having English as an additional language.

Acts of collective worship were inspected by a representative of the diocese under Section 23 of the Education Act. His report appears under a separate cover.

HOW GOOD THE SCHOOL IS

This is a very good and effective school where high quality leadership and management have created a very good learning environment. Good teaching has very positive effects on pupils' learning and high standards are achieved. Pupils' response, in terms of attitudes, behaviour and personal development, is a strength of the school. Pupils of all abilities sustain good progress throughout the school. The school fully justifies its selection for a short inspection and gives very good value for money.

What the school does well

- Standards, notably in English, mathematics and science, are high.
- Pupils' attitudes are excellent and their behaviour and personal development are very good. Provision for pupils' moral and social development is very good.
- Teaching is of a high quality, being very good or better in almost a third of lessons.
- Very good leadership and management result in a very positive learning environment and a very good ethos.
- Procedures for assessing pupils' performance, and making use of such information, are very good.

What could be improved

There are no concerns which in the context of the Framework for Inspection would be considered Key Issues. Areas for further development, both in this section and elsewhere in the report, most of which already form part of school planning, should be seen in the light of the judgement that this is a very good school:-

- Although adequate, resources for information technology are in need of improvement.
- Developing further structured play opportunities outdoors for those children under five.

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

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous report raised three key issues for improvement. The school has made good progress in addressing these. Particularly successful improvements have been made to procedures for monitoring, evaluating and assessing pupils' attainment. Clear policies for behaviour and health and safety are now in place. Comprehensive guidance is available for parents detailing what is to be taught in each year group. The school gives parents a satisfactory range of information about pupils' progress and is working to develop communication further.

In addition literacy and numeracy strategies have been successfully introduced. Facilities have been enhanced, with the building of a new library, and reading resources have been upgraded for Key Stages 1 and 2. High standards have been maintained in English, mathematics and science, and improvements to information technology, music and cultural provision (identified as having weaknesses last time) are having positive effects. Music is now considered one of the school's strengths. The school is well placed for future development.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	A	B	well above average A above average B average C below average D well below average E
Writing	A	A	A	A	
Mathematics	A	A	A	A	

These grades show that the school has sustained high standards in English and mathematics over the last three years at the end of Year 2. The school is aware of the need to raise the proportion of lower attaining pupils reaching the expected level in reading in order to improve performance in this aspect compared with similar schools. In 1999 the number of pupils achieving the higher level in reading was well above the national average. Inspection evidence indicates that standards at the end of Year 3, when pupils leave the school, are above expectations for pupils of this age. The general performance of pupils in other subjects observed during the inspection was good: for example being above expectations in science, art and music; and in line with expectations in information technology, design and technology and physical education. It was not possible to make judgements about geography, history and religious education because of the time constraints of a short inspection. Skills of literacy and numeracy are successfully used to support other curricular areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are keen. They sustain concentration, are interested and often take initiative to follow up work on their own. Ninety-seven per cent of parents report that their children like school.
Behaviour, in and out of classrooms	Very good. Pupils know right from wrong, follow instructions well and respond very well to staff.
Personal development and relationships	Very good. Pupils show respect, consideration and tolerance. They get on well together especially when working in groups. Children are not afraid to take responsibility and show initiative. They make good progress and learn from their mistakes.
Attendance	Satisfactory, being in line with the national average, with a low incidence of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 8 years
Lessons seen overall	Satisfactory with good features.	Very good.	Good with very good features.

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.

No observed lessons were unsatisfactory, 24 per cent were judged satisfactory, 44 per cent were good, 24 per very good and the remaining 8 per cent (in Key Stages 1 and 2) excellent. Taking into account evidence from planning and work sampling, and making reference to results, it is possible to judge that the overall profile of teaching is very good. Very good relationships, planning, pace, management of pupils and questioning, stimulate pupils to reach high standards. Teachers' very good use of marking, display, homework and learning support assistants helps create the right kind of learning environment and enables pupils to make good progress. The teaching of literacy is very good. Weaker aspects of teaching are in making the most of outdoor facilities to enliven and enrich the curriculum for those under five, and in the pace and organisation of some design and technology and physical education lessons. The quality of teaching for pupils with special educational needs, from teachers and non teachers, is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and balanced. Pupils are given a good variety of opportunities to gain first hand experiences, as well as being encouraged to research, sometimes independently. Very good use is made of homework to support learning. Some negatives in the lack of extracurricular activities.
Provision for pupils with special educational needs	Good: the school provides an above average level of extra support and targets such pupils' needs effectively, enabling them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: provision for spiritual development good. Cultural now good following substantial improvements, especially in multicultural awareness, since the last inspection. Very good moral and social provision. Pupils are taught right from wrong and respect for each other. They work and play together well.
How well the school cares for its pupils	Good procedures, effectively applied to provide a safe, stimulating environment. Child protection good. Assessment of pupils' work much improved to very good. Procedures and records provide a good basis for evaluation and are well used in planning and setting targets for individuals.

The school has good links with the church and the community. Pupils are successfully encouraged to consider those less fortunate than themselves through topic work, collective worship, religious education and fund raising for charity.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: clear educational direction and commitment to high achievement, whilst maintaining a broad curriculum, especially at Key Stages 1 and 2.
How well the governors fulfil their responsibilities	Good understanding of management issues. Good committee structure, especially effective for finance. All governors have links with aspects of the curriculum: statutory responsibilities met.
The school's evaluation of its performance	Good analysis of results, planning and teaching by the headteacher and co-ordinators, acting as a team. Much improved use of assessment, and effective monitoring used to modify future planning.
The strategic use of resources	Very good use of finances to provide good staffing, resources and accommodation. Time, resources and facilities well used to support learning. Best value principles followed to make good use of the budget.

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.• The quality of teaching.• High expectations.• Their children make good progress.• Behaviour is good.• Homework.• The leadership and management of the school.	<ul style="list-style-type: none">• Extracurricular activities.• Information about pupils' progress.• The school's links with parents.

Inspectors support parents' positive views. With regard to the absence of extracurricular activities, where 49 per cent of parents expressed concern, the inspection team find that although there is no requirement to provide them, and school policy is consistently observed, opportunities are missed to enhance the curriculum. This is most evident in music and sport for older pupils.

The school provides a good level of information about what is to be covered during the course of the year, as well as very clear guidelines concerning homework. Arrangements for reporting pupils' progress are satisfactory. Annual reports meets statutory requirements and parents are provided with sufficient opportunities to meet with teachers formally, twice a year, and informally by arrangement at other times. Since the last inspection the school has appreciated the need to develop links with parents still further. One of the targets of the school development plan is to encourage parents to become more involved in helping in class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

‘Standards, notably in English, mathematics and science, are high.’

1. Pupils’ results at the end of Key Stage 1 in 1999 National Curriculum assessments for English and mathematics were well above average, not only for the proportion achieving the level expected for this age, but including the percentage of those reaching the higher level, Level 3. This shows the school is doing well compared with all primary schools nationally.

2. In writing and mathematics the school's performance was well above average compared with schools with similar levels of free school meals. Performance in reading was above average matched against similar schools. The school is aware that this is a slightly less successful picture than for the other two areas, and has modified its planning and improved resources to do even better. However, higher attaining, more able pupils did well with 43 per cent successfully reaching the highest possible level for this age. It was as a result of the least able pupils that the comparative grade for reading was below writing and mathematics. This inspection reports that such pupils do well for their experience and ability and make good progress.

3. Since the last inspection standards have been maintained, with the school consistently meeting, and often exceeding targets, set by the local education authority. Work in areas such as problem solving and investigations (common to mathematics and science), and better planning and teaching, has resulted in improvements.

4. Teacher assessment in science at the end of Key Stage 1 and in Year 3, shows that the proportion of pupils reaching expected standards is very high. Key Stage 1 results are consistent with the school being in the top 5 per cent of all primaries nationally from this point of view, with pupils having very good knowledge and understanding: for example of minibests. However, 1999 figures for pupils reaching higher levels are broadly average and the school has taken this into account in current planning to improve the situation.

5. Standards of creative, descriptive writing are high: for example one Year 2 child wrote in response to studying Pepys’ diary about the Great Fire of London, "People were yelling, ‘Fire! Fire!’ I raced downstairs. My mum was already packing things into a cart, whilst my dad was trying to convince himself that he would put the fire out..." A Year 3 pupil wrote of "shimmering wheels as silver as the moon", and another demonstrated her confidence and sensitivity in speaking, by telling the class how, and why, the passage they were studying, "made her feel relaxed".

6. Good standards for the core subjects of English, mathematics and science are maintained for those pupils in Year 3. Consequently when pupils leave the school the overwhelming majority are above average, with a significant proportion well above.

7. Pupils make good use of literacy and numeracy skills to support other subjects: for example Year 3 drew graphs of the measurements of the dimensions of their designs for vehicle making in technology, produced on the computer; Year 1 wrote about features identified from map work in geography; and Year R sequenced events in their lives, discussing photographs of babies and experiences for the history element of their developing awareness of ‘the world around us’.

8. In short inspections it is not possible to collect enough evidence to substantiate judgements on standards across the full range of the curriculum. However, inspectors did note that there is strength in music. Considerable improvements have been made since the last inspection. Teachers’ knowledge, understanding and confidence are much improved

and pupils' enthusiastic response results in good progress and high standards. For example, pupils sing well from memory: staying in tune, keeping good time and enunciating words clearly. They enjoy composing and performing, using different instruments with care and benefiting from a good, weekly diet of practical hands-on experience.

9. Very good display makes effective use of pupils' high quality art work throughout the school. Standards of art are good. Pupils are encouraged to express themselves: for example Year 3 pupils using a wealth of colour to represent rainforests; and Year 2 pupils skilfully using different tones of blue to show how the sky changes with the weather.

10. Pupils work well in the style of famous artists. They use colour well; Year 1 like Monet; Year 2 like Warhol; and Year 3 like Kandinsky. Even in Year R pupils are beginning to talk about the work of artists and are keen to experiment. Good quality Year 2 Batik work derived from a study of Africa, makes a good contribution to pupils' multicultural awareness and has helped to improve cultural development as required by the last inspection.

11. The school is aware that standards in information technology have been restricted by a lack of suitable equipment and software. To address this situation, good use is being made of better planning, fund-raising and government grants. Opportunities for information technology are now planned as part of each topic and pupils are reaching satisfactory levels of skills and understanding by the time they leave the school. Particularly noteworthy is the use made of the fax machine to communicate with a school in Scotland to compare lifestyles for geography work and this is shortly to be developed using e.mail.

12. The school shows clear evidence of being committed to raising and maintaining standards for all abilities. It is successful in creating a very effective learning environment and communicating high expectations to pupils, with a very positive impact on learning and standards.

'Pupils' attitudes are excellent and their behaviour and personal development are very good. Provision for pupils' moral and social development is very good.'

13. The response of all pupils to all lessons observed during the inspection was positive. Attitudes to work are consistently good, even on the very few occasions when work does not fully extend pupils.

14. Pupils of all ages show excellent application, try hard, sustain concentration and produce well presented work. They are keen to complete tasks and are enthusiastic about homework. Pupils are well aware of teachers' high expectations of them. They are ready to take responsibility, not only for getting things out or manning the overhead projector, but as group leaders. In a Year 2 physical education lesson pupils working at throwing and catching were very successfully supported by a girl, who of her own initiative took charge when the teacher was working with another group. She asked, "Now what shall we do to improve?"

15. Although opportunities are missed to extend pupils' horizons still further in extracurricular activities, especially in music and sport, pupils clearly benefit from the curriculum provided and high quality teaching. It is not surprising that 97 per cent of parents report that their children like coming to school. Pupils get on well with each other at work and play, and the quality of relationships, including those between pupils and staff, is very good.

16. Pupils respect each other, staff, equipment and accommodation. Their personal development is very good. They respond to very good provision with eagerness to work and the confidence to make mistakes and learn from them. For example, Year 2 pupils heard reading were approaching unfamiliar words by sounding out constituent parts, not afraid of getting the wrong answer. They showed considerable maturity in deducing the

meaning of words from the overall context of the passage as well as using picture clues to help them.

17. Throughout the school pupils behave very well, even when not the direct focus of staff attention. Provision for pupils' moral and social development is very good. Pupils can be trusted, obviously know right from wrong and have played a responsible part in formulating the code of conduct which is observed throughout the school.

18. Pupils are considerate and tolerant and this has a very positive effect on behaviour at lunchtimes and playtimes, as well as in class: for example in discussions as part of literacy; and in handling minibeasts in science.

19. The school's aims and values are very successfully translated into good practice and staff set very good examples. Collective worship and religious education lessons are well used to promote good moral and social behaviour.

20. Overall, pupils' attitudes, behaviour and personal development have a significant effect on the quality of learning and are clearly strengths of the school.

'Teaching is of a high quality, being very good or better in almost a third of lessons.'

21. All lessons observed were at least satisfactory with the overwhelming majority (76 per cent) being good or better. A high proportion (32 per cent) was very good or better, with 8 per cent at Key Stages 1 and 2 excellent. This has a very positive impact on the quality of pupils' learning.

22. Teachers have good knowledge and understanding of the National Curriculum and make good use of their strengths to support each other as curriculum co-ordinators. The curriculum is well planned and objectives are identified for each lesson. These are communicated effectively to pupils and support staff, and successfully involve both in the learning process. Expectations of the quality and quantity of pupils' work are clear and lessons move with good pace, especially in literacy, numeracy and science. Pupils are challenged to do their best and make improvements.

23. Teachers ask good, open ended questions which skilfully encourage pupils to take an active part in discussions and research. This has a very positive impact on pupils' personal development.

24. Relationships are very good. Teachers manage pupils well, organising groups and resources effectively and, with the possible exception of the outdoor area for those under five, make good use of accommodation to enhance learning. For example, the quality of display is very good and pupils' work is well used to celebrate achievement and stimulate others.

25. Big improvements have been made to teachers' assessment of pupils' work since the last inspection. Procedures, and the use which is made of information to set targets, both for the curriculum as a whole, and for individuals, are very good. Teachers' marking of pupils' work is good. Children are encouraged, and are guided as to how to make improvements. Staff make very good use of homework to extend and enhance what is covered in school. Pupils are aware that their efforts are valued, and respond well.

26. Teaching for those with special educational needs is good from teachers and non teaching staff. Good quality individual education plans support the process well and serve as effective records of the good progress made.

27. Weaker aspects of teaching, noted in lessons that were at least satisfactory and in some cases better, concerned not varying the approach to teaching in lessons one after

the other; insufficient use of structured play outdoors for those under five; and a lack of pace and organisation in some Year 3 design and technology work and some Year 2 physical education lessons.

28. The overall profile of teaching is very good. This is evident not only in lessons, but from scrutiny of pupils' work, teachers' planning, and discussions with pupils, staff, parents and governors. The consistently high standards achieved at this school, and its very good ethos, are directly proportional to the high quality of teaching.

'Very good leadership and management result in a very positive learning environment and a very good ethos.'

29. The leadership of the headteacher is very good. Together with the governors, who have a good knowledge and understanding of school and subject issues, and the staff, the head manages money, resources, time and people effectively to support the curriculum. Efficient use of the budget has maintained high quality furnishings and accommodation, and provided good teaching. The school intentionally provides an above average level of learning support staffing to enable teachers to organise group work and special educational needs support effectively.

30. Co-ordinators manage budgets for their subjects effectively and have ensured that good quality resources are available in sufficient quantity. They have time for monitoring planning and the quality of teaching, with positive impacts on standards.

31. At each level of management, staff and governors seek to spend money sensibly and follow principles designed to provide the best resources for money available. There are good procedures in place to make sure these principles are followed: for example with regular checks by the administrative officer and the governors' finance committee. The result is that the school achieves high standards and maintains good progress, through very good quality provision, for below average costs. Very good leadership and management have produced a very effective school, now giving very good value for money.

32. The headteacher successfully co-ordinates the school's very clear educational direction, and oversees curriculum development. There are good procedures for establishing what should be the priorities of school planning, and communications are good amongst staff and governors. The current school development plan comes to a conclusion this year. Future planning is set to itemise even more clearly timescales, responsibilities, and criteria for success to help sustain the school's momentum.

33. The school's very good management of behaviour, its commitment to high standards, and its sustained very good relationships, are responsible for the judgement that Lilliput C of E First School has a very good ethos.

'Procedures for assessing pupils' performance, and making use of such information, are very good.'

34. Since the last inspection the school has substantially improved the assessment of pupils' work. Procedures are now very good with testing and teacher assessment taking place regularly in all year groups. For example, children are assessed soon after they arrive as under fives in reception; reading and spellings are tested in Year 1; statutory National Curriculum assessments are taken in Year 2; and pupils in Year 3 take 'optional' National Curriculum tests. Good use is made of information from these procedures to modify plans for the curriculum as a whole, and set targets for individual pupils. For example, the school increased investigative work in mathematics and science in response to lower than anticipated results in these areas in 1998 National Curriculum assessments.

35. Each pupil in Key Stages 1 and 2 has an assessment book which helps to record their performance and progress across the curriculum. These books are proving very effective, especially when work is levelled by the teacher against the expectations of the National Curriculum. They provide a very good basis for letting parents know how pupils are getting on. This is an area that the school is working hard to develop, in the light of 29 per cent of parents responding negatively to the Ofsted questionnaire.

36. As a result of better monitoring and assessment the school is able to make thorough evaluation of its performance and this is used effectively in development planning. School priorities are closely linked with the needs of the curriculum.

37. Teachers' lesson planning has been considerably enhanced by identifying objectives; secure in the knowledge of what pupils know, understand and can do, as a result of assessment. Consequently this makes efficient use of time, resources and staffing to provide good challenge for pupils and maintain their interest.

WHAT COULD BE IMPROVED

'Although adequate, resources for information technology are in need of improvement.'

38. The school is aware that it has less computers than it needs. A significant amount of equipment is outdated and sometimes unreliable. Relatively, provision is below average. However, good use is made of limited resources, and standards of pupils' skills and understanding are at least satisfactory at the end of Key Stage 1 and when pupils leave the school at the end of Year 3. More able pupils, some of whom benefit from access to more advanced equipment at home, reach higher standards.

39. Current planning indicates well founded intentions to make use of the school budget, fund raising and government grants to provide more hardware and software and to make the Internet more accessible for research and communications.

'Developing further structured play opportunities outdoors for those children under five.'

40. The school has created a good area outside the reception classrooms where children can extend activities such as sand and water play, riding on toys and role play games. Whilst standards are satisfactory and for some higher attainers good, this area is not used sufficiently to enliven and enhance pupils' social and physical development. There are occasions when children are left too much to their own devices and do not have enough opportunity to interact with adults or other children, in situations specifically planned to extend their vocabulary or experience.

41. New planning for 'Early Learning Goals', to be implemented nationally in September 2000, is being used to develop play opportunities for those in reception before they undertake Level 1 of the National Curriculum when they become five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. There are no key issues for the school to address. However, in the context of its strengths, the following points for improvement should be considered as the basis for the action plan:-

- **Improve**, as planned, resources for information technology.
- **Extend** further, structured play opportunities outdoors for those children under five.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	24	44	24	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	235
Number of full-time pupils eligible for free school meals	3
Special educational needs	YR – Y3
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	39
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	14
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	30	31	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	28	30
	Girls	31	31	31
	Total	60	59	61
Percentage of pupils at NC level 2 or above	School	98 (97)	97 (95)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	30
	Girls	31	31	31
	Total	59	60	61
Percentage of pupils at NC level 2 or above	School	97 (98)	98 (100)	100 (98)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	172
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 – Y3**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26.1
Average class size	29.1

Education support staff: YR – Y3

Total number of education support staff	8
Total aggregate hours worked per week	167

Financial information

Financial year	1998-9
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	£
Total income	338721
Total expenditure	331262
Expenditure per pupil	1375
Balance brought forward from previous year	28291
Balance carried forward to next year	35750

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	0	1
My child is making good progress in school.	54	41	3	0	3
Behaviour in the school is good.	56	37	3	0	5
My child gets the right amount of work to do at home.	36	54	7	2	1
The teaching is good.	53	44	1	1	2
I am kept well informed about how my child is getting on.	26	46	24	5	0
I would feel comfortable about approaching the school with questions or a problem.	43	45	6	6	0
The school expects my child to work hard and achieve his or her best.	65	32	2	0	2
The school works closely with parents.	25	48	21	5	1
The school is well led and managed.	55	35	3	4	4
The school is helping my child become mature and responsible.	50	43	2	0	5
The school provides an interesting range of activities outside lessons.	8	31	25	24	13