

INSPECTION REPORT

**BABBACOMBE CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Torquay

LEA area: Torbay

Unique reference number: 113472

Headteacher: Mr D J Gray

Reporting inspector: Fred Ward
18605

Dates of inspection: 9 –10 May 2000

Inspection number: 192166

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: Quinta Road
Torquay

Postcode: TQ1 3RN

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Appropriate authority: Governing Body

Name of chair of governors: Mr G Bradley

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

Babbacombe Primary School is medium sized with 201 pupils aged from 4 to 11 years old. While a third come from a socially deprived area of Torquay, the rest are from fairly typical backgrounds. There are 42 (20.9% about average) eligible for free school meals. No pupils are from ethnic minority groups but two have English as an additional language. There are 23 pupils with special educational needs (well below average) and one has a statement. Nearly all pupils have had pre-school education and their attainment on entry is average.

HOW GOOD THE SCHOOL IS

Babbacombe Primary School is effective as standards are generally above average and improving. Overall, the teaching is good. Governors, the head teacher and staff are committed to identifying and tackling shortcomings in an open and professional manner. The school provides good value for money.

What the school does well

- Standards for 11 year-olds are well above average in English and above average in mathematics and science: pupils throughout the school write confidently and well.
- Pupils are keen to come to school and are enthusiastic learners; their behaviour is very good.
- Pupils with special educational needs and those with particular talents make good progress as a result of their carefully tailored individual study programmes.
- Teaching is generally good with a strong emphasis on literacy, numeracy and using new technologies to support pupils' learning.
- The curriculum is rich, relevant and varied; pupils' spiritual, moral and social development is very good and they are well prepared for the next stage of their education.
- Pupils are very well looked after as staff pay particular attention to individuals' personal, social and health education.
- Parents are overwhelming in their support for the school and are well informed about their children's progress.
- The head teacher is a strong and capable leader and is well supported by governors and staff with management responsibilities in seeking ways to improve the school further.

What could be improved

- Standards in reading for seven year-olds to match the high standards in writing.
- Good teaching could be even better if all pupils were working consistently at a good pace and were as productive as the rest of the class.
- Pupils' awareness of the rich and varied contribution other ethnic groups make to British life.
- The collection and use of performance data to identify accurately what needs to be done to improve and show whether the actions taken are working properly and providing good value for money.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been significant improvement since the school was last inspected in February 1997. All key issues for action identified at the last inspection have been tackled effectively. There is now no unsatisfactory teaching and the curriculum is planned thoroughly. Assessment information is beginning to be analysed to identify what pupils need to improve their learning. The school has a strong potential to continue to improve.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	A	A	well above average A
mathematics	C	D	C	C	above average B
science	C	D	B	B	average C
					below average D
					well below average E

Standards have generally risen in line with the national trend and have been well above average in writing for seven year-olds and in English for 11 year-olds. The inspection confirms this trend and found an improvement in standards for mathematics at the end of Key Stage 2 and in science for pupils aged seven, compared with last year's test results. Standards in reading for 11 year-olds are generally above average, but at the end of Key Stage 1 are still staying around the national average. This is against the national trend as standards in reading are generally higher than those for writing. There has been a significant improvement in pupils' knowledge and understanding of information and communication technology and they increasingly use their skills to support learning, particularly in literacy and mathematics. The majority of under-fives are well on course to reach or exceed the nationally recommended learning outcomes by the time they start compulsory schooling.

School targets for the oldest pupils in 1999 were met in mathematics but considerably exceeded in English as insufficient account was taken of the positive effects of the booster classes in Year 6. Current targets in English and mathematics under estimate what pupils are capable of achieving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school very much and show great interest in all that they do. They are proud of their achievements and enjoy talking about them.
Behaviour, in and out of classrooms	Very good. Pupils play and work happily together.
Personal development and relationships	Relationships are very good. Pupils show respect for each other, the school and the locality but are less aware of the different ethnic cultures and traditions in British society. They eagerly take on responsibilities and show initiative.
Attendance	Average. Lessons start promptly and no time is wasted.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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.

82% the teaching is good or better and none is less than satisfactory. This is because teachers generally have secure subject knowledge, particularly of literacy and numeracy and, therefore, plan activities that are well matched to the stage and rate of learning of their pupils. They create a positive climate where pupils feel confident and secure, know what is expected of them and behave very well. Teachers work effectively with classroom assistants and voluntary helpers and together they ensure that groups and individuals, especially those with special educational needs and the few gifted pupils, are well supported and appropriately challenged. However on occasions, a few pupils are allowed to coast towards the end of lessons as some teaching does not always ensure that all pupils continue to work productively and at a good pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a strong focus on literacy and numeracy and other subjects are covered appropriately. Information technology is increasingly being used to support learning. There is a good range of extra-curricular activities, including French for the oldest pupils.
Provision for pupils with special educational needs	These pupils make good progress as their needs are identified early; they are given appropriate work and are effectively supported by teachers, classroom assistants and voluntary helpers.
Provision for pupils with English as an additional language	The small number of pupils make very good progress as they have been given well-tailored programmes reinforced by very good support at home.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	There are very good opportunities for spiritual, moral and social development provided in all aspects of school life. The study of pupils' own culture is very good but there are few opportunities to celebrate and appreciate the traditions and cultures of other ethnic groups in Britain.
How well the school cares for its pupils	Pupils are very well looked after as teachers know each pupil well, encouraging them to do their best and think well of themselves.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good as they are committed to working hard to raise standards and are well led by the headteacher, who has a clear sense of direction for the school. However, co-ordinators are not yet confident in their relatively new role of identifying and tackling shortcomings in teaching and pupils' learning.
How well the governors fulfil their responsibilities	The governing body is very active and fully involved in holding the school to account for its actions as well as providing encouragement and support.
The school's evaluation of its performance	Appropriate systems are in place to identify areas for development but the school does not yet use performance data sufficiently well to set specific and realistic targets for improvement.
The strategic use of resources	While there is great awareness of the need to make the best use of resources, measures to judge the effectiveness of spending decisions are not yet precise enough to be helpful.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • School is approachable • Children are expected to work hard and do their best • Teaching is good • Children like school • School is well led and managed 	<ul style="list-style-type: none"> • The level of extra-curricular activities • The amount of homework • Information on children's progress.

Inspection findings support all the positive views. Moreover, the inspection found the provision of extra-curricular activities to be good; the amount of homework appropriate for each age group and reports on children's progress are sufficiently informative.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards for 11 year-olds are well above average in English and above average in mathematics and science: pupils throughout the school write confidently and well.

1. The school's well-established systematic and consistent approach to teaching writing has ensured pupils at both key stages have consolidated their learning and achieved well in national assessments year-on-year. This is very apparent in lessons throughout the school. In a Year 2 literacy session, pupils confidently composed and wrote down tongue twisters and vied with each other to see who could produce the longest list. They were extremely creative with their alliteration. 11 year-olds wrote their interpretations of pictorial extracts of the Bayeux tapestry fluently and studiously at the end of a long, hot afternoon. There is an obvious love of writing, aptly summed up by a Year 5 girl, *"I just love to see all those words of mine, there, in front of me so somebody else can think them!"*
2. Mathematics has been taught in classes, where pupils have been selected based on their prior attainment, for some years. This has helped higher and middle attaining pupils achieve their best as they have benefited from well-matched individual work. As a result, more than average numbers of pupils generally reach the higher level in national tests in Key Stage 2. It has taken longer to get the programme right for low attaining pupils and they did not do so well last year. However, the inspection found that the current Year 6 lower set is well on course to reach the level of attainment appropriate for their age. Pupils say they have more opportunity to take part in classes set by ability. *"I can usually work out the answer and don't mind making mistakes,"* a lower attaining Year 4 boy commented.
3. Standards in science have improved significantly since the scheme of work has been reviewed and greater use made of national guidance. In previous years, not all the required aspects were studied to the same depth but there is now a more balanced programme with an appropriate focus on systematic investigation. The inspection found that standards are sustained above the national average for 11 year-olds

Pupils are keen to come to school and are enthusiastic learners; their behaviour is very good.

4. There is no doubt that pupils like their school. From when they arrive in the morning, they are generally happy in their work and play. All members of staff make a point of using pupils' first names when greeting them and adults are frequently seen in the playground and around the school talking informally to individuals and groups. Consequently, new and young pupils as well as visitors, feel welcomed and pupils go out of their way to ensure their needs are met, asking if they can show them the around or find somebody or something for them.
5. In lessons, classes quickly settle and pupils are keen to contribute but are careful to show each other respect, listening attentively and responding thoughtfully. This is because teachers and assistants consistently maintain a firm but fair approach to managing their classes. Pupils know the established routines and procedures and what is expected of them. This is apparent from the first days in school for the youngest pupils. At the start of the morning session in the reception class, pupils quickly put away their personal belongings without fuss, sit quietly on the carpet and share important news. There was no shouting out or inattentiveness when a boy excitedly reported the birth of a cousin and another his fifth birthday. Older pupils engage enthusiastically in lessons and take great pride in doing their best. They enjoy talking about their achievements and their school. *"This is a really friendly place and you can do lots of interesting things, not just in lessons but on trips, like we are going to London in a few weeks,"* a Year 6 girl commented.

6. Pupils behave very well; they are courteous, trustful and respectful. They have been effectively helped to acquire good learning habits through the excellent example of older pupils and staff over the years. The school is a well ordered community, where Christian values and principles are consistently upheld. During the inspection, a number of different visitors reported that pupils' self-discipline is well developed and extends to out of school activities, such as when they are visiting other schools for sports events or on excursions. The inspection confirms all these positive comments.

Pupils with special educational needs and those with particular talents make good progress as a result of their carefully tailored individual study programmes.

7. As staff know their pupils so well, it is not surprising that those requiring particular attention are given what they need. The school works closely with parents and carers to identify exactly what is required and then does its best to arrange appropriate programmes.
8. The pupils with special educational needs are always included in school activities, whether in classrooms or further afield. Assistants and voluntary helpers work effectively under the direction of class teachers to ensure that activities are adapted to be within the capabilities of individuals. This is apparent in mathematics lessons by arranging classes based on pupils' prior attainment. However in literacy sessions and in other subjects, there are carefully planned opportunities in which the learning is broken down into more manageable steps. In a Year 3 geography lesson on weather around the world, the low attaining group were provided with printed climate words: this enabled them to use their acquired knowledge to identify and describe rain forest, polar and desert areas and they do not feel inhibited by their weaker spelling skills.
9. The school has identified a small number of pupils with particular talents, which include individuals with well-developed language, observational drawing and numeracy skills. These pupils are carefully monitored to ensure they have work that is sufficiently difficult. While they are included in all lessons, additional work is set that is more appropriate and they are encouraged to develop personal study skills to further their own inquiries.

Teaching is generally good with a strong emphasis on literacy, numeracy and using new technologies to support pupils' learning.

10. During the inspection, just over three-quarters of the teaching observed was good, on one occasion very good and the rest was sound.
11. All the teaching of the under-fives is good. The teacher and assistant have established very good relationships with their young pupils and created a stimulating and attractive classroom. As a result, pupils are interested and active learners. They are able to concentrate and work effectively in small groups and as a class. In a lesson looking at different types of vehicles, they came up with such a wide range of different forms of transport that the teacher filled a display board with their suggested words. She had prepared a number of practical investigations and pupils worked well together building wheeled models from junk and construction kits.
12. In both key stages, teachers focus on developing pupils' literacy and numeracy skills and make effective use of new technologies to support the teaching and learning. There is thorough planning, based on national guidance that has ensured activities match pupils' rate and stage of learning. This was well illustrated in a Year 4 lesson, where pupils used lap-top computers in pairs to "cut and paste" text so as to place it in logical order. As well as developing their information technology skills, this exercise helped pupils analyse a passage, understand the sequence of events and reconstruct the text to make it comprehensible – activities they had been carrying out previously without the aid of new technologies.

13. All teachers manage pupils well and set high expectations about the quality and presentation of their work. Teachers take great care to clarify what the lesson is about, how the learning builds on previous experience and what pupils will be doing. They use questions such as, *"Now tell me what you learnt last week,"* and *"what did you find most difficult?"* encouraging pupils to be self-evaluative. In a history lesson with Year 6, the session started at a brisk pace with a discussion to establish the link between the previous work on London in Roman times and the current focus of the city becoming the capital of the country following William's victory at Hastings. Pupils were pressed to think deeply by these and follow-up questions, establishing a firm foundation for acquiring new knowledge and understanding.
14. Lessons are well structured, providing an appropriate balance of activities. There is usually a lively discussion to review and set the scene, a class teaching session with pupils being encouraged to contribute, a clear explanation of the main task, group or individual activities at different levels of challenge and a plenary involving pupils sharing their achievements and difficulties. The school reports they have refined this approach following the implementation of the Literacy and Numeracy hours to apply in other subject lessons.

The curriculum is rich, relevant and varied; pupils' spiritual, moral and social development is very good and they are well prepared for the next stage of their education.

15. The school has spent considerable time and energy looking at the curriculum offered to pupils. Teachers have been careful not to let the requirements to implement the National Curriculum limit the range and balance of what they plan. Literacy and numeracy have been given prominence: as well as being taught through English and mathematics lessons, key skills are also incorporated in other subjects. In addition, there is a school programme of topics covering a range of interesting areas, each with a specific subject focus but also including good cross-curricular links.
16. The curriculum is also extended to enrich the opportunities offered to pupils. In all year groups, there are regular study trips, such as to local museums and art galleries, as well as an annual residential visit to London for the oldest pupils. Teachers organise clubs and activities during the lunch breaks and after school covering sports, arts, crafts and environmental issues. In addition, pupils in Year 6 start to learn French.
17. The Christian ethos of the school is very well reflected in the ways in which pupils' spiritual, moral and social development is apparent in planned and spontaneous activities. For example in a Year 5 literacy lesson, the sudden death of a girl's mother in a story being studied was sensitively handled by the teacher: pupils reflected on the feelings they had and how terrible such a loss must be and how a person in those circumstances could be supported. Helping pupils know right from wrong is effectively promoted by involving them in drawing up and monitoring ground rules for appropriate behaviour in each class. When asked, it was evident that all knew what was expected and why. A Year 2 boy remarked, *"Having rules makes sure everything is fair."* Socially, pupils are acquiring good habits through the strong emphasis on the school as a community. As they grow older, pupils are increasingly given more demanding responsibilities and they are very keen to carry out these duties effectively. The youngest pupils routinely collect and tidy away learning resources. The oldest take turns at carrying out a range of tasks, such as supervising younger pupils at lunch, hearing reading in other classes, putting out and collecting equipment and ringing the school bell. There is an expectation that anyone in trouble will be looked after. During the inspection before school started, a four year-old was distressed when her mother left her and immediately two Year 6 girls comforted and played with her until it was time for lessons to start.

Pupils are very well looked after as staff pay particular attention to individuals' personal, social and health education.

18. It is very apparent that all staff like and want the best for the pupils in their care. Whether in classrooms, playground or in the dining hall, the adults are alert to the needs of pupils. This creates a climate in which pupils feel secure and safe and know immediately whom to turn to when concerned. As one Year 3 girl said, *"This is the friendliest place ever."* For example the dinner assistants, despite under pressure of time, always have a smile and a kind word to say to the pupils as they serve meals.
19. Great importance is given to helping prepare pupils to be considerate, sociable and healthy citizens. The personal, social and health education programme has been developed to introduce appropriate topics, such as drugs and sex education, to match the age and maturity of pupils. The school has won a local award for work in this area.
20. There are planned opportunities during lessons for pupils to explore issues and they are encouraged to ask questions in an atmosphere of trust and openness. The school places great importance on building up pupils' self esteem and self worth. Older pupils have, for instance, debated controversial issues such as capital punishment and the place of women in society and been encouraged to present and appreciate opposing views.

Parents are overwhelming in their support for the school and are well informed about their children's progress.

21. The parents' responses to the questionnaire and at the parents' meeting were full of praise for the school. They were particularly appreciative of the way staff took special interest in their children and made themselves available to discuss matters. There were very few concerns mentioned and they were mostly of a minor nature. Indeed, the inspection upheld all the positive parental views and could not support any of the concerns.
22. There is a very active parent teacher association that organises social and fund raising events. Parents, overall, make an effective contribution to the work of the school.

The head teacher is a strong and capable leader and is well supported by governors and staff with management responsibilities in seeking ways to improve the school further.

23. The headteacher is well established and has overseen considerable developments in the school. He has successfully ensured that the Christian foundation of the school is reflected in all aspects of its work. He has consistently promoted and achieved high standards of behaviour and personal and social responsibility in pupils. In this, he has been well supported by the governing body, staff and parents. He has also taken on considerable teaching responsibility and, shown by example, what can be achieved through very good teaching. He has been able to give this amount of time to teaching because of the very efficient support he receives from administrative staff.
24. The headteacher, governing body and teachers with management responsibilities are committed to continue raising standards and have a clear sense of direction for the school. Recent improvements in the management structure have given senior staff opportunities to be more fully involved in performance management. They are keen to further this area of their work. There is a climate developing that encourages professional trust and openness and the school is becoming more aware of what needs to be done to improve.
25. There is great awareness of the need to make the best use of resources and the governing body has risen to the challenge of becoming more involved in shaping the future of the school. Finances and administration are effectively managed and governors have a

accurate picture of what funds they have available and how monies have been spent and hold the school accountable for its performance..

WHAT COULD BE IMPROVED

Standards in reading for seven year-olds to match high standards in writing.

26. There were some initial difficulties implementing the National Literacy Strategy as teachers had well established and effective practice. Integrating the teaching of reading and writing caused some problems that have now been resolved. Standards of writing for seven year-olds have stayed above the national average and are continuing to rise. However, standards in reading remain around the national average. This is against the national trend as, usually, it is only when pupils read well that their writing improves.
27. The co-ordinator has not had sufficient time to explore thoroughly why pupils' reading skills do not match their writing capabilities. The inspection found that the teaching of writing within the Literacy hour in Key Stage 1 was thorough and consistent with the effective practice in the rest of the school. It was not possible to observe the teaching of reading in the short time of the inspection. Listening to and talking about reading with a group of Year 2 pupils indicated that, whereas the basic skills are well taught, pupils do not generally read aloud with expression and are not confident in seeking information in the library.

Good teaching could be even better if all pupils were working consistently at a good pace and were as productive as the rest of the class.

28. Generally, teachers effectively maintain a good working atmosphere in their classes. Pupils, for the most part, concentrate well and keen to contribute. On a few occasions towards the end of the lesson, groups of pupils who had completed the set tasks did not look for any further work. The teacher was usually occupied with other groups and, while aware of what was happening, did not have effective ways of encouraging them to carry on working. These pupils did not disturb others but wasted time, quietly talking about unrelated matters.
29. In a Year 2 lesson on multiples of 10, effective teaching and learning took place for most of the time. The teacher maintained a cracking pace during the introductory class session, using questions well to stimulate pupils to think mathematically. The group work, using different sets of coins to make £1 or £2, was productive as the work was well matched to the stage and rate of pupils' learning. It was only towards the end of the lesson that one group, although given a verbal challenge by the teacher, did not fully understand what to do and remained unoccupied for several minutes. However, the lesson ended well with an effective plenary session involving all pupils.

Pupils' awareness of the rich and varied contribution other ethnic groups make to British life.

30. The school makes a big effort to introduce pupils to their own cultural traditions through a rich programme of activities both in and beyond the school. They have taken part in a range of sports, visit museums and art galleries and participate in local music festivals. In most subjects, teachers plan opportunities to relate their studies to real life experiences covering local and regional customs and practices; in this they are very successful. There are attractive displays around the school reflecting pupils' participation and their recorded views. Pupils are knowledgeable about their own heritage and enjoy talking about their experiences.
31. However, there are few such displays showing the contribution of the many different ethnic groups that make up British society. Pupils' work does not generally give a balanced view. There is a tendency, reflected in discussions with pupils, to see other ethnic cultures as not having as rich and varied diversity as their own. A Year 4 girl commented, *"In Africa houses*

are mud huts and people don't have cars." While the school successfully encourages pupils to be concerned about the plight of people affected by natural and human created disasters, there is not the same emphasis placed on the positive contribution made by others from different countries.

The use of performance data to identify accurately what needs to be done to improve and show whether the actions taken are working properly and providing good value for money.

32. The school has appropriate assessment arrangements for all year groups covering pupils' performance in literacy and numeracy as well as assessment on entry at four years-old. The information is comprehensive, valid and reliable. However, this data has only been partially analysed. It is not used systematically to track the progress of individual pupils and identify and tackle weaknesses in teaching and learning.
33. Staff with management responsibilities report that they have not yet acquired the necessary confidence to carry out this process effectively. They have begun to monitor teaching and learning but have not related sufficiently their observations to an analysis of the assessment information. As a consequence, they do not yet know the reasons for some Key Stage 1 pupils' relative under-performance in reading compared with their well above average writing skills.
34. The headteacher, deputy head and co-ordinators have worked well together to draw up a comprehensive development plan for the school that provides the appropriate priorities to raise pupils' attainment. However, targets are not sufficiently specific to measure whether the actions they have decided to take are effective.
35. Lack of such measures makes the job of the governing body difficult. They are keen to support and make a difference to pupils' education. They have great awareness of the need to make the best use of resources and have ensured the finances are efficiently managed. Currently, they do not have precise enough information on the impact of their decisions on pupils' performance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) Raise attainment in reading at Key Stage 1 to match the high standards achieved in writing.
- (2) Improve the good teaching by bringing more pace to the final parts of lessons to ensure all pupils continue to work hard.
- (3) Plan more opportunities for pupils to study and appreciate the contribution different ethnic groups make to cultural life in Britain.
- (4) Be more systematic in analysing performance information on the quality of teaching and pupils' learning in order to provide realistic and specific targets for teachers and governors to decide what needs to be done and to measure the effectiveness of their actions.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6	76	18			

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)		201
Number of full-time pupils eligible for free school meals		42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		23

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.91
National comparative data	5.4

Unauthorised absence

	%
School data	0.41
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	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	13	13
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	89 (86)	89 (81)	89 (89)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	13	13
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	89 (86)	89 (89)	89 (79)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	13
	Girls	14	10	14
	Total	26	19	27

Percentage of pupils at NC level 4 or above	School	90 (58)	66 (58)	93 (75)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	10	11	13
	Total	18	20	24
Percentage of pupils at NC level 4 or above	School	62 (58)	69(71)	83 (75)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	201
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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.12
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	60

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	24.8:1

Number of pupils per FTE adult	22
<i>FTE means full-time equivalent.</i>	

Total number of education support staff	5
Total aggregate hours worked per week	60

Financial year	1998/9
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	£
Total income	300449
Total expenditure	303879
Expenditure per pupil	1535
Balance brought forward from previous year	12328
Balance carried forward to next year	8898

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

Number of questionnaires returned

73.1%
201
147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	58	41	1	0	1
Behaviour in the school is good.	52	45	2	0	1
My child gets the right amount of work to do at home.	48	43	7	0	1
The teaching is good.	67	33	0	0	1
I am kept well informed about how my child is getting on.	57	35	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	0	1
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	44	48	5	0	3
The school is well led and managed.	63	36	0	0	1
The school is helping my child become mature and responsible.	56	41	1	0	1
The school provides an interesting range of activities outside lessons.	35	40	20	3	3