

INSPECTION REPORT

GARWAY PRIMARY SCHOOL

Garway, Hereford

LEA area: Herefordshire

Unique reference number: 116677

Headteacher: Mr H B Evans

Reporting inspector: Mrs P C Cox
19178

Dates of inspection: 21 – 22 May 2001

Inspection number: 192359

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Garway Hereford Herefordshire
Postcode:	HR2 8RQ
Telephone number:	01600 750273
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Phillips
Date of previous inspection:	9 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Garway Primary School is situated in a small village to the south of Hereford. Pupils live in the village and the surrounding area. There are 105 on roll, and the school has grown significantly in the past five years. All pupils are of white ethnic heritage and speak English as their first language. Five per cent of pupils are entitled to free school meals; this is a low proportion compared with the national average. Children enter the reception class with attainment that is generally higher than the average for their age, but a significant minority of pupils with special educational needs join the school in other year groups, so that there is a wide spread of ability in all classes. Forty three per cent of the pupils throughout the school have been identified as having special educational needs, of whom four have Statements of Special Educational Needs. This is a high proportion, which has been rising over recent years. The school is part of an Education Action Zone.

HOW GOOD THE SCHOOL IS

Garway Primary is an effective school with some outstanding features. The quality of teaching is very good and pupils do well. Pupils have a very good attitude to school and relationships and behaviour throughout the school are excellent. Overall, the school is led and managed well and the school provides good value for money.

What the school does well

- Teaching is very good throughout the school
- Pupils, particularly those with special educational needs, achieve well in English, mathematics and science
- Behaviour, personal development and relationships are excellent and pupils have a very positive attitude to school
- Provision for pupils' social development is excellent and for their moral and cultural development it is very good
- The senior management of the school provides very good leadership

What could be improved

- Standards of presentation of pupils' work are not high enough
- Subject co-ordinators have not been enabled to develop their leadership role sufficiently

The school has already identified the development of subject co-ordinators' roles as a focus for development. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected previously in December 1996 and the report identified many strengths, including standards, teaching, behaviour and provision for pupils' personal development. The school has made good progress in maintaining its high standards and improving the quality of teaching. The issues identified in 1996 have been addressed: school improvement planning is undertaken rigorously and there are policies and schemes of work for all subjects. Pupils receive an appropriate curriculum in information and communication technology and the health and safety issues that were identified have been rectified.

STANDARDS

The table showing the standards achieved by 11 year olds based on average point scores in National Curriculum tests has been omitted because there were fewer than 11 pupils in the year group in 2000, making the comparison of statistics unreliable.

Standards in the school have generally been high compared to the national average in the past five years, although they have shown a considerable variation over the years. This is a characteristic of small schools, where the performance of one child has a significant impact on the percentages. In 2000 the results of the tests indicated that the pupils were achieving at a high level, particularly in mathematics and science. This was also the case when the results were compared with those of schools with similar proportions of entitlement to free school meals. Test scores since 1996 have risen in line with the national trend. The standards of the pupils presently in Year 6 are similar to the average in English, mathematics and science. Pupils are doing well, because there is a significant percentage of this year group with special educational needs. However, their work is marred by lack of care in presentation.

Test results at Key Stage 1 have also varied over the past five years, and in the tests in 2000 pupils reached average standards in reading, above average in writing and well above average in mathematics. However, the scores were below average in English when compared to similar schools, and average in mathematics. The test results this year show that pupils are attaining levels in reading, writing and mathematics that are above average, and the findings of the inspection reflect these. Taking into account the high proportion of pupils who have special educational needs, they are achieving well.

Children in the reception class also do well. They build rapidly on their skills, knowledge and understanding in all their areas of learning. The achievement of pupils with special educational needs is good because they receive a high level of support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They are enthusiastic about their lessons, concentrate very well and are eager to do their best. They are proud of their school.
Behaviour, in and out of classrooms	Excellent. From their earliest days in school, pupils behave thoughtfully with respect for others. They are cheerfully obedient and play amicably together in the playground. Consequently, the school is a calm and peaceful place.
Personal development and relationships	Excellent. Pupils are mature and sensible. They take responsibility and show initiative very well and have an exemplary attitude to others. Relationships between pupils and with adults are outstanding. The school is notable for an ethos of respect and care for others.
Attendance	Above average. Pupils are keen to come to school and are punctual.

TEACHING AND LEARNING

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

Teaching was at least satisfactory in all lessons observed. It was good or better in eight out of ten lessons and very good, and occasionally excellent, in just over half. This quality of teaching is reflected in the work in pupils' books. The high proportion of very good teaching is consistent throughout the school.

Teachers plan their work very carefully to meet the needs of all the pupils in their classes, all of which have at least two age groups. Those with special educational needs and the more able are catered for well so that they achieve the standards of which they are capable. The tasks build carefully on what pupils already know and are interesting, stimulating and challenging them to do their best. Teachers expect high standards of work and behaviour and pupils respond well, concentrating and working hard through their lessons. Lessons move at a very rapid pace, so that the pupils are often swept along with the teacher's enthusiasm. Teaching is very good in English and mathematics and the skills of literacy and numeracy are taught well. Learning support assistants make a positive contribution to the work of the school through their support for groups and individual pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good for the reception class and Key Stage 1, and sound for Key Stage 2. The school provides a broad curriculum that covers all subjects and includes European studies and French lessons for the older pupils. There is an imaginative programme of personal and social education. However, religious education does not receive enough lesson time at Key Stage 2.
Provision for pupils with special educational needs	Very good. Pupils are supported well in lessons and the tasks they are given are matched carefully to their needs. The procedures for identifying them and ensuring that they receive the appropriate level of support work very well.
Provision for pupils with English as an additional language	None
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social development is excellent and for moral and cultural development it is very good. All adults promote care and respect for others consistently and set very high standards in their own behaviour. Bullying and harassment are not tolerated. There is a good range of opportunities for pupils to learn about, and develop respect for, their own culture and those of the wider world. Provision for their spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory. The procedures for child protection are in place and pupils are cared for well. However, the school is untidy, both inside and out. Teachers have a good range of assessment procedures, but do not yet use their marking well enough as part of their assessments.

The school has close links with the parents of its pupils and is supported well by them. The Parent School Association raises considerable funds for the school. There is a good range of extra-curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The senior management provides very good leadership. There is a clear educational direction and the aims are reflected very well in all areas of school life. The staff of this small school work closely together, as a team, and all are committed to further improvement. However, co-ordinators have not yet been enabled to develop fully their roles in leading their subjects and monitoring standards. Although a large surplus was accumulated in the last financial year, the budget is managed effectively,
How well the governors fulfil their responsibilities	Good. Governors fulfil their responsibilities well and are fully involved in planning for improvement. Many are very involved in the life and work of the school. They have a sound understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Very good. The management of the school has a clear understanding of its strengths and weaknesses and plans carefully to improve further. The action taken is appropriate and development takes place at a rapid pace.
The strategic use of resources	Very good. The resources are used very well to support the school's priorities for improvement. The large reserves that had been accumulated have been used appropriately to provide extra support staff.

The accommodation is generally adequate, but the provision of toilets for both adults and pupils is not, and there is no staffroom. The governing body is in negotiation with the local education authority to improve the situation. Two of the classrooms are rather small, and this has a particular impact on the space available to the reception children for their physical activities. Teachers cope well with the restrictions and ensure that the children have the appropriate experience for their age.

The school has sound procedures to compare its performance with that of others and to get best value from spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations and their children make good progress. • The teaching is good and the school is managed and led well. • Pupils behave well and are helped to become mature and sensible. • The school works closely with parents and they can approach the school with questions or problems. • There is a good range of activities outside lessons. • Their children like school. 	<ul style="list-style-type: none"> • A few parents are not satisfied with the amount or consistency of homework. • A number of parents commented that toilet provision is poor.

Twenty-five parents attended the meeting with inspectors and 63 returned questionnaires. Parents hold Garway School in exceptionally high regard. The inspection supports their positive views and their concern about the provision of toilets. The amount of homework is similar to that found in other schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good throughout the school

1. Teaching throughout the school is very good. It is at least satisfactory in all lessons, and is good or better in eight out of ten. Teaching is very good or excellent in just over a half of lessons and this is a significant strength. The quality of teaching has improved since the previous inspection, when it was good.
2. Teachers have secure subject knowledge and plan their lessons very well. They manage and organise their pupils effectively. The teachers have a very clear idea of what they want their pupils to learn and set tasks which are well designed to achieve their objectives. Their high expectations are demonstrated by the challenging and interesting work they set for their pupils and the brisk pace at which lessons proceed. In an outstanding mathematics lesson with the youngest children, the teacher gave a very clear explanation of the activity and challenged the children to respond as quickly as they could to questions requiring doubling. The questions became increasingly difficult, yet attainable because the activities the children were given showed a very clear understanding of their capabilities.
3. Pupils' behaviour is managed in a positive and relaxed way. The school approaches the teaching of personal and social education in an innovative and effective way. For example, the older pupils at Key Stage 2 were asked to reach a group consensus on a topic, and then to convince another group that their conclusions were correct. The communication skills involved were sophisticated and the pupils took up the challenge with enthusiasm, debating in a mature and reasonable way. The resulting discussions demonstrated a rapid development in pupils' understanding of negotiation and compromise.
4. A strong feature of teachers' work is the way in which they use their ongoing assessment to moderate the pace of lessons and modify planning for future lessons. In English and mathematics, and often in other subjects, teachers set different levels of work for pupils of different ages and levels of attainment. In a notable history lesson with the younger pupils at Key Stage 2, the teacher had provided tasks at five different levels of challenge for the two year groups. The activities were planned carefully for each group to enable them to develop their research skills and their understanding of the impact of the Norman invasion on life in England. Resources, including the use of the Internet, were interesting and pupils were quickly caught up in the teacher's enthusiasm and expertise in the subject.
5. Teachers are careful to ensure that all pupils have equal access to all aspects of school life, so that all feel confident to take part in the wide range of extra-curricular activities. Support staff make a valuable contribution to pupils' learning through the individual and group support they give. Their work is planned carefully to ensure that they fully understand the purpose of the task. Throughout the school the progress of pupils who have special educational needs is promoted well and the teaching of these pupils is very good.
6. Literacy and numeracy are promoted well throughout the school. The literacy and numeracy hours are used effectively and teachers have developed well the range of strategies they employ to implement this programme. Pupils have very good opportunities to develop their reading and writing in other subjects. For example, in a

history lesson, the younger pupils at Key Stage 2 were using a range of resources to undertake their own research and to write their own accounts of life in Norman England.

7. Teachers demonstrate high levels of expertise in the subjects they teach and their expertise is used well to teach other classes. They establish a very good learning atmosphere in their classrooms and pupils are encouraged from an early age to adopt a very positive attitude to learning. Teachers know their pupils well and use this knowledge most effectively to plan work that builds on what they already know and understand. In one very successful science lesson with the older pupils at Key Stage 2, the teacher's planning was structured very carefully to enable pupils to test their own scientific ideas about plants' requirements for life. The teacher's very high expectations of work were reflected in the quality, interest and challenge of the activities set. The teacher employed a range of teaching methods that were matched well to the needs of pupils. The question and answer session was used very well to probe and develop pupils' learning. The teacher's clear explanations, well-chosen resources and use of humour made the lesson come alive for pupils, who responded with enthusiasm.

Pupils, particularly those with special educational needs, achieve well in English, mathematics and science

8. The quality of teaching and organisation of classes ensures that pupils of all abilities do their best. In many lessons, teachers group pupils by ability so that there are up to five groups at different levels working at tasks well suited to their attainment. The school has ensured that there are sufficient classroom assistants to support these groups during English and mathematics lessons, and this is having a strong impact on their progress. In other lessons, teachers set tasks that pupils can tackle at their own level of understanding, encouraging the more able to work independently and supporting those who need further help to develop their ideas. Because teachers have very high expectations and work is interesting pupils are constantly stretched and challenged to think.
9. Pupils throughout the school are articulate and use language well, encouraged by all adults to express themselves and talk about what they have learned. A reception child was fascinated that the effect of his marbling in an art lesson was 'like lava from a volcano'. Year 6 pupils use technical vocabulary such as 'similes' and 'connectives' easily and confidently. Because all pupils are supported and encouraged to speak, those with special educational needs are confident in expressing their views and, consequently, their contributions develop well.
10. Pupils throughout the school are fluent readers and the teaching they receive is structured well to ensure that, by Year 2, they have acquired the appropriate strategies for reading new words and that they are beginning to understand the deeper meaning of the text. Almost all reception children read at least a few words and half are competent readers with good knowledge of letter sounds and understanding of what they have read. By Year 6 pupils talked easily about the quality of a text they had read, finding it 'humorous and demanding'. The support given to those with special educational needs ensures that they develop their reading skills well and use these for research in other subjects.
11. The content of pupils' writing is of a good quality and pupils have many opportunities to develop their skills across the curriculum, for example in writing up their science experiments. Many reception children write independently and at some length and by Year 2 all write in sentences with correct spelling and punctuation. The more able are fluent writers. In the early years of Key Stage 2, pupils were encouraged and supported to use language in interesting and unusual ways, and they took the opportunity well.

Good promotion and use of pupils' ideas and occasional freedom from the usual conventions of sentence structure brought out from all pupils some very atmospheric and dramatic openings for adventure stories, some of which were poetic in nature.

12. By the end of Key Stage 1 all pupils are reaching at least the expected level in mathematics and many are doing better. The pupils are competent in adding and subtracting tens and units and in simple multiplication and division. They work well with shapes, identifying those that are symmetrical. Pupils recognise halves and quarters, and their relationship with each other. They know that they have folded their paper into these fractions because 'the edges match' or 'it always makes a semicircle'.
13. Pupils in Year 6 demonstrate a secure understanding of the four rules of number, both on paper and mentally. Those with special educational needs do well: they are able to explain how simple algebra is used and how they check their answers by using inverse operations. The more able are attaining at above the expected level; they define equivalence with precision and work easily with very large numbers. Pupils extend their mathematical understanding well through investigations and the use of their knowledge in problem solving. Throughout the school they learn rapidly because the lessons are well focused and matched carefully to the range of attainment.
14. Throughout the school almost all pupils are attaining the expected level in science and in some aspects they do better. Pupils in Year 2 classify animals according to their characteristics and make careful observations of the development of tadpoles. By Year 6 pupils are studying the organs of the body, their functions and relationships. They research their own projects about the earth and space. At both key stages pupils do well in scientific enquiry. In Year 2, they use their own ideas to investigate the waterproof qualities of different materials and by Year 6 pupils talk naturally of factors they need to change in experiments and those that must be controlled. Pupils undertook an experiment to see what conditions were necessary for germination. They reasoned well about the other factors that needed to be considered on their test. 'It may not be a good seed and then it wouldn't grow anyway.' Pupils take these ideas and use them well to adjust their ideas of how they will set up their own tests.

Behaviour, personal development and relationships are excellent and pupils have a very positive attitude to school

15. The attitudes, behaviour and personal development of pupils are strengths of the school and parents support this view. Pupils' attitudes to learning and to their school are very positive. They enjoy their lessons, taking part with enthusiasm and an eagerness to contribute. They persevere very well with their work, even when they find it difficult, and applaud each other's efforts and achievements. Pupils respond very positively to opportunities for working independently and do so maturely and sensibly.
16. Pupils are very supportive of others when working in pairs and groups, for example when debating or undertaking group research. They discuss their ideas, listening to others and taking account of their views when responding. The oldest pupils worked very well together when setting up their scientific investigations, negotiating to take in all views and reaching an agreement on how tests were to be carried out. When a pupil occasionally becomes a little over-enthusiastic in discussion, others will collaborate to ensure that the situation does not become too heated. The school ethos reflects a real sense of respect and care for others that permeates its life and work.
17. Behaviour in class, at lunchtimes, in assemblies and around school is excellent. Movement around the building is cheerful and very sensible. The pupils are courteous and friendly and the school is a harmonious community. Bullying and harassment are not

tolerated and, therefore, pupils feel confident and secure. Relationships between staff and pupils, and between pupils themselves, are excellent and there is a harmonious atmosphere throughout the school. Pupils consider the feelings of others, routinely holding doors open for those following them, queuing in an orderly way at lunch and taking turns during playtime activities. The older pupils look after the younger ones naturally and spontaneously. There is a marked sense of fair play in all aspects of school life.

18. Pupils take increasing responsibility as they move through the school. All pupils volunteer willingly to undertake extra duties and they use their initiative very well. From an early age pupils are able to research their own projects and take some responsibility for their own learning. The reception children responded in a very mature way to the opportunity to choose the art activity they were to do and organised themselves well for the task.

Provision for pupils' social development is excellent and for their moral and cultural development it is very good

19. The school's aims are constantly re-affirmed and consistently applied to create a happy, secure and pleasant learning environment. The school's provision for moral development is very good. The pupils are aware of the aims of the school and the rules that govern it. They know why they must be careful in the playground, for instance, and why they are expected to be quiet and respectful in school assemblies. All the teachers and support staff in the school apply the rules consistently so the pupils know what is expected of them and what constitutes acceptable behaviour. However, the school is not overburdened by the sense of rules. There are very good opportunities for pupils to exercise their growing self-discipline and build up their self-esteem. The school is a naturally orderly, calm and friendly place, where all are valued for their contribution.
20. Provision for the development of social behaviour is exemplary and pupils relate extremely well to their peers and adults. The adults are very good role models and pupils respond most positively to the responsibilities they are given. A good example of this is the *Fun Club* that Year 6 pupils run for the reception pupils. They take this responsibility very seriously as well as their care for the gardening plots. The *Circle Assembly* emphasises the school's philosophy that each individual is equally important. The school makes a frequent analysis of the pupils' relationships to ensure that those who appear to have some social difficulties are supported to become a full part of the school community. The oldest pupils have confidential books in which they can communicate privately with their teacher and they appreciate this opportunity to have their feelings shared and valued.
21. Provision for cultural development is very good. The school provides regular and interesting opportunities for pupils to learn about other cultures than their own. Older pupils have a weekly lesson in *European Studies* that culminates in a residential visit to France. There is also a residential visit to London with outings to theatres and museums. Studies in music, art and religious education give pupils opportunities to consider the culture and values of European countries and the wider world. The whole-school topic that focuses on India extends pupils' understanding of life in a non-European culture and develops their appreciation of, and respect for, the diversity and richness of other cultural traditions. Provision for spiritual development is satisfactory. Assemblies meet statutory requirements and there are some opportunities for pupils to reflect in lessons, but the spiritual aspect is less evident than the social and cultural elements.

The senior management of the school provides very good leadership

22. The school is led very well. The headteacher, staff and governors have worked hard to ensure that there are appropriate aims, values and policies in place and that these are shared by parents. They are reflected very well in the life and work of the school. The headteacher, deputy headteacher and staff work very closely together and have created a corporate approach to decision making that operates most efficiently. There is a very caring atmosphere, based on care for the whole individual, in which pupils feel valued and develop their confidence and self-respect. The school has a most effective learning environment and relationships are excellent. There is a particularly strong ethos, reflected especially in the close teamwork of all staff and governors.

23. The headteacher's very strong leadership has been most effective in providing a clear educational direction for the school. There are realistic targets for raising attainment, firmly based on a good knowledge of the pupils and their capabilities. Development planning is undertaken very well, staff and governors have a close involvement and the appropriate priorities for school improvement are identified accurately. Although the plans for future years lack detail, the headteacher and deputy headteacher are very clear about the direction the school will take. The headteacher has built a strong team of committed teachers to take the school forward. The governing body is very supportive of the school and conscientious in carrying out its legal responsibilities.

WHAT COULD BE IMPROVED

Standards of presentation of pupils' work are not high enough

24. Although pupils are achieving well throughout the school, the presentation of written work lowers the overall standards. In Year 2, pupils' writing is not always formed well and work is often spoiled by frequent rubbing-out. By Year 6 many pupils have not yet developed a clear joined-up style. Although they are able to spell and punctuate reasonably accurately, the older pupils do not take enough care to do so consistently in their own writing, and errors in spelling are not corrected often enough. Written work in science is also frequently untidy, and in mathematics this lack of care occasionally leads to errors in calculations because numbers have not been set out in clear columns. Pupils' book covers are often covered with scribbles and doodles. This suggests a lack of pride and does not enable pupils to reach the standards in all aspects of writing of which they are capable. However, when pupils use word-processing programs to write or redraft their work, presentation is of a higher quality.

Subject co-ordinators have not been enabled to develop their leadership role sufficiently

25. In this small school, the few teachers carry heavy responsibilities for subjects and for ensuring that work in those subjects is planned to cater for a range of age and attainment in the classes. Responsibilities at Garway School are shared out equitably and teachers take their responsibilities seriously, attending training and supporting their colleagues with problems. Pupils' work is planned in detail and co-ordinators take care to ensure that there are appropriate schemes of work for all subjects. Teachers work closely together and share their planning, so that co-ordinators are able to monitor what is planned for their subjects.
26. Results of national tests are analysed each year so that weaknesses can be identified and adjustments made to the curriculum. However, co-ordinators have not been enabled to develop their roles fully in order to take responsibility for the standards and improvement in their subjects, other than in English and mathematics. They have had little opportunity as yet to monitor, or work with, their colleagues in order to analyse strengths and weaknesses in detail and make plans to improve. The school has identified this issue and has appropriate plans to address it in the near future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to improve the quality of education offered to pupils, governors, in partnership with the headteacher and staff, should:
- (1) improve the quality of the presentation of pupils' work, so that it shows care and attention to spelling and punctuation;
 - (2) develop the role of subject co-ordinators so that they are enabled to take greater responsibility for raising standards in their subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6	50	25	19	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 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	105
Number of full-time pupils eligible for free school meals	5

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	5 (including 1 part-time pupil)
Number of pupils on the school's special educational needs register	45

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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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	8

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

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.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	5	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (93)	100 (100)
	National	* (83)	* (84)	* (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC Level 2 or above	School	100 (93)	100 (93)	100 (100)
	National	* (84)	* (88)	* (88)

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

The individual results for boys and girls have been omitted because there were fewer than 11, making confidentiality difficult to ensure.

Attainment at the end of Key Stage 2

The table showing the results of the tests at Key Stage 2 have been omitted because there were fewer than 11 pupils in the year group, making statistics unreliable.

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	105
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	141

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
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	£
Total income	186,474
Total expenditure	168,019
Expenditure per pupil	1,750
Balance brought forward from previous year	16,531
Balance carried forward to next year	34,986

Results of the survey of parents and carers

Questionnaire return rate 60%

Number of questionnaires sent out	105
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	65	31	3	0	2
Behaviour in the school is good.	71	29	0	0	0
My child gets the right amount of work to do at home.	51	36	11	2	0
The teaching is good.	87	13	0	0	0
I am kept well informed about how my child is getting on.	55	33	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	20	5	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	52	38	3	5	2
The school is well led and managed.	94	6	0	0	0
The school is helping my child become mature and responsible.	85	13	2	0	0
The school provides an interesting range of activities outside lessons.	92	8	0	0	0