

INSPECTION REPORT

LEEDSTOWN PRIMARY SCHOOL

Leedstown
Short
LEA area: Cornwall

Unique reference number: 111811

Headteacher: Mr Peter Maddern

Reporting inspector: Mr Chris Warner

Dates of inspection: 3 - 4 July 2001

Inspection number: 192471

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: 3 – 11 years

Gender of pupils: Mixed

School address: Townsend Road
Leedstown
Hayle
Cornwall

Postcode: TR27 6AA

Telephone number: 01736 850242

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Appropriate authority: The governing body

Name of chair of governors: Mrs Shiela Goldsworthy

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leedstown primary school serves the village of Leedstown and its surrounding communities. Although the total of 66 on roll is well below the average size for primary schools nationally, it is significantly more than at the time of the last inspection, when there were just 43 pupils. The school roll is expected to continue to grow. About half of the pupils travel to the school from outside the village. The wide range of social backgrounds is reflected in the percentage entitled to a free school meal, which is about average for primary schools nationally. There are more boys than girls in the school. The percentage of pupils on the special needs register has increased considerably since the last inspection and accounts for almost a third of all the pupils, though the number varies a lot between year groups. No pupils have statements of special educational need. The attainment of reception children on entry to the school is broadly typical of that found nationally. However, the attainment on entry of pupils in Year 2 and above is below average. In the past year, several children have joined Leedstown from other schools, particularly into Key Stage 2. There are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Leedstown is an effective and steadily improving school. It gives its pupils a good standard of education. It is popular within the local community and children enjoy coming to school. The quality of teaching is very good and goes a long way to account for pupils' very good attitudes to learning and the good progress they make. There is a strong ethos for learning among staff, parents and pupils. The inspection found that 11 year olds make good progress to achieve standards in English and mathematics in line with the national average. Nearly all parents are pleased with how their children are getting on. The school is led and managed effectively and the staff work together well as a team. The headteacher provides a clear lead and works well with the governing body, parents and staff to tackle the most important issues. With a relatively high level of expenditure for each pupil, the school provides satisfactory value for money. Although more remains to be done, a lot has been achieved and the school is well placed to make further improvements.

WHAT THE SCHOOL DOES WELL

- Pupils make good progress in English and mathematics.
- Good and often very good teaching is helping to raise standards pupils achieve.
- The school's good leadership and management gives a clear direction for improvement, and is supported well by governors, parents, staff and pupils.
- Pupils' very good behaviour and attitudes to learning contribute to their good progress.

WHAT COULD BE IMPROVED

- There are not enough resources for information and communication technology and insufficient space to use them fully.
- Children in the foundation stage do not have the accommodation and resources to regularly extend their learning in an active way, through first-hand experience and on a large scale.
- There are not enough opportunities for pupils to develop their research and independent learning skills.
- The attendance of a significant minority of pupils taking extended holidays in term time is unsatisfactory.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has significantly improved since the last inspection in March 1997. Changes in staffing, including a new headteacher, have been successfully made. The key issues for improvement have been addressed. The provision for design and technology, music and religious education has improved. Specific health and safety concerns have been rectified.

An effective management structure has been put in place. The staff work well as a team and are clear about their roles and responsibilities. The quality of teaching has significantly improved since the last inspection, when it was reported to be predominantly satisfactory. There have been significant improvements in assessing and monitoring pupils' progress, and a good start has been made in using this information to set individual targets. The governors have developed their role in planning for school improvement and have introduced useful ways of finding out how the school is getting on towards achieving its targets. Leedstown has become a popular school and is well placed to continue its improvement.

STANDARDS

Because each successive year group has had fewer than ten 11 year olds, the grades for their results in the National Curriculum tests are not included. In 1999 and 2000, there were only four 11 year olds.

Such a small number in a year group is considered to offer unreliable evidence. For example, grades are dramatically affected by the inclusion of one higher or lower attaining pupil.

The inspection evidence shows that the current group of nine 11 year olds have made good progress since the end of Key Stage 1. A useful system of assessing and tracking the progress of individual pupils has been developed and is already helpful in setting targets and raising standards. The main reason why pupils achieve well in relation to their earlier attainment is because the teaching is very good. The school's unpublished results in the latest national tests for 11 year olds reflect the inspection finding that, overall, pupils reach the standards in English and mathematics expected for their age nationally. The few more able pupils reach

the higher Level 5 in the tests, and are seen to have made good progress because they are challenged and supported in their work. The high proportion of pupils in Year 6 with special educational needs make good progress because there is enough support for them to reach the targets in their individual educational plans.

The school met its targets in English and mathematics for each of the 11 year olds in 2000. Targets set for 2001 are judged to be sufficiently challenging, though in many cases they were exceeded.

The unpublished 2001 Key Stage 1 tests reflect the inspection findings that pupils achieve the expected standards for their age in reading, writing and mathematics. Given the prior attainment of the year group, which overall is below average, pupils have made good progress since starting school. As in Key Stage 2, pupils in Key Stage 1 benefit from very good teaching and small classes.

Most of the children under the age of five in reception reach the early learning goals set out for their age. However, their learning is restricted because they do not have good indoor accommodation, nor an outdoor area sufficient to fully support and extend their learning.

Pupils throughout the school, including those with special educational needs, make good progress. Their literacy and numeracy skills help them to work in other subjects with growing confidence. There is no evidence of any significant difference in the standards achieved by girls and boys.

In music, religious education, and design and technology standards throughout the school have improved and are in line with those expected nationally. In information and communication technology (ICT), standards are affected by a lack of resources and space to work effectively. Opportunities to develop pupils' research and independent learning skills are limited by a lack of easy access to ICT and of books for information.

The inspection found evidence of improving standards throughout the school. The school is well placed to continue in its quest for higher standards because of the growing impact of very good teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and apply themselves well in lessons. They like coming to school and get on very well with one another.
Behaviour, in and out of classrooms	Very good in lessons, around the school, and out of school. Pupils are polite, friendly and willing to take responsibility for their own behaviour.
Personal development and relationships	Pupils grow in confidence and independence as they get older. Relationships are very good.
Attendance	Attendance is unsatisfactory because a significant minority of pupils take holidays in school time. Most pupils arrive on time and lessons start promptly.

Pupils' positive attitudes and behaviour contribute very well to the very strong ethos for learning and to the good progress they make.

TEACHING AND LEARNING

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

The very good quality of teaching is a strength of the school and goes a long way to explain pupils' good progress. All the lessons seen were at least good, and a high percentage of them were very good. Thirty-eight per cent of lessons seen were good and 62 per cent very good. The quality of teaching was consistently good for children in different age groups, classes, and subjects.

Teaching has improved since the last inspection. The high quality of teaching has benefited from the successful appointment of new staff, together with a very effective approach to monitoring and developing the work of teachers. They are keen to share and build on their strengths because they are encouraged to look closely at the impact of their teaching on pupils' learning. The very good quality of teaching means that pupils of different abilities and with different needs make good progress.

The teaching of English, including reading and writing, and mathematics is consistently very good. The National Literacy and Numeracy Strategies have been successfully implemented and the skills are taught in a structured and consistent way.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs and abilities of all pupils in Key Stages 1 and 2. All statutory requirements are met. However, the quality and range of experiences for children in the foundation stage are limited by restricted indoor space, and by the absence of a designated outdoor area for learning on a larger scale.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are supported well both in and out of the classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is very good. There are good opportunities to develop pupils' spiritual and cultural awareness. The very good provision for pupils' social and moral development adds to the quality of learning throughout the school.
How well the school cares for its pupils	Staff takes good care of the pupils. There are satisfactory procedures to ensure their welfare, health and safety. Procedures for assessing pupils' achievements and progress have improved since the last inspection. A good start has been made to analysing information from tests and assessments, to monitor pupils' progress and to set individual targets.

Parents are very supportive of the work of the school, and there is a very strong working partnership. There is also very good information for parents on what is happening in the school and how their children are getting on. It is easy for parents to talk to their child's teacher about any concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed well. The headteacher gives a clear educational direction for the continued improvement of the school and is strongly supported by all members of the school community. Staff with management responsibility are very effective in carrying out their roles. A good start has been made in monitoring and evaluating the quality of teaching and learning.
How well the appropriate authority fulfils its responsibilities	The governing body is supportive of the school and fulfils its statutory duties. Governors are clear about the most important issues facing the school and how they can plan and support improvements.
The school's evaluation of its performance	Staff and governors are committed to raising standards. The good start made in monitoring the work of the school needs to be further developed into a broader and more systematic approach.
The strategic use of resources	Good use is made of the school's resources. Decisions about spending are based on a good awareness of the needs of the school. Best value is increasingly being sought in relation to important aspects of the school's expenditure.

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 coming to school. • Pupils make good progress. • The quality of teaching is good. • Pupils are well behaved. • Teachers have high expectations. • The school is well led and managed. 	<ul style="list-style-type: none"> • There were no significant issues of concern.

The inspection team agree with the positive comments made by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress in English and mathematics.

1. The attainment on entry to the school of children in the current reception year was broadly average. However, the prior attainment of pupils in older year groups was below average. Pupils of all abilities, including those with special educational needs make good progress. From often low starting points, pupils in Year 6 have made good progress, and achieve the standards in English and mathematics expected of 11 year olds nationally. The good progress made by pupils throughout the school reflects the improved and very good quality of teaching.
2. The inspection findings confirm the school's unpublished results of national tests for seven and eleven year olds in English and mathematics in 2001. The tests show that, overall, pupils achieve the standards expected nationally. The few higher attaining pupils achieve the higher Level 5. Pupils' achievements in the national tests are carefully analysed to see what can be improved, both for individuals and for the year group. In addition to national tests, there are regular assessments of what pupils know, understand and can do to identify strengths and weaknesses. Teachers have begun to use each pupil's record of progress to set individual targets, and this is already helping to raise expectations and standards.
3. Children get off to a good start in the reception class because the teaching is very good. Most of them achieve the early learning goals in language, literacy and communication, and in their mathematical development. They learn a lot from being with the older children for part of the day, and from being together as a smaller group at other times. They grow in confidence and learn to communicate well with others as they build up their ideas and skills. Although the children get on well, their progress is hampered because they do not have full access to properly resourced indoor accommodation and a designated outdoor area for learning.
4. Pupils' good progress in English reflects the consistent quality of teaching and the successful implementation of the National Literacy Strategy. Their speaking and listening skills develop well because they are encouraged to join in and to talk about their work. Eleven year olds enjoy a discussion; they listen to what others have to say and are learning to take account of other points of view when making their own contribution. This helps them to develop their communication skills and to gain a deeper understanding in different subjects.
5. Pupils read with growing confidence and interest because there is a consistent and structured approach to the teaching of the reading. This helps them to build up and use a range of strategies, and equips them to tackle new words and make sense of what they read. With the help of their parents, children come to appreciate the usefulness and pleasure of reading. Five year olds know the sounds and names of letters and many of them recognise familiar words. Nearly all 11 year olds read fluently and with understanding. Pupils with special educational needs make good progress in reading because they are given enough additional support and are included fully in lessons. However, the research and library skills of older pupils are underdeveloped because they do not have enough access to books for information.

6. Progress in writing is good because skills are taught well and there are good opportunities to write in different subjects and situations. Work produced by 11 year olds is competent and shows a sound knowledge of grammar and punctuation. A scrutiny of their work shows that the standard of their writing has improved a lot and in a short time. They write well in different forms and for different purposes. Much of their writing is in subjects other than English, and shows flair and expression. Letters written to the headteacher were organised, clearly expressed, and often very persuasive in their requests for additional resources.

7. In mathematics, very good teaching and the effective implementation of the National Numeracy Strategy contribute to the good progress the pupils make. They get off to a good start because the numeracy session is skilfully adapted to suit their various stages of development. The good balance between mental work and practical activity helps pupils to think, talk and understand in a mathematical way. Eleven year olds are quick and accurate in their mental calculations, and have the strategies to apply their skills and to tackle problems.

Teaching is consistently good and often very good, and helps pupils make good progress

8. The very good quality of teaching is a strength of the school and goes a long way to explain pupils' good progress. All the lessons seen were at least good, and many were of a high standard. Thirty-eight per cent of lessons were good and the other 62 per cent very good. Teaching was consistently very good in each class, age group and subject.

9. The quality of teaching has improved since the last inspection because of the successful appointment of new staff and a willingness to share and build on their strengths. All staff are encouraged to evaluate their teaching in relation to its impact on pupils' learning and the standards they achieve. Monitoring and evaluation has recently been introduced and is helping all staff to reflect upon and improve their teaching.

10. In the many very good lessons, the teacher encourages pupils to think and to join in. In a numeracy lesson in Years 1 and 2, the teacher skilfully rephrased and repeated a question to allow hesitant learners time to think about their answers. Very often, pupils are invited not only to give an answer but also to explain their thinking, demonstrate their working and pose questions to the class. They are keen to share ideas and not afraid to learn from their mistakes because, from an early age, they are encouraged 'to have a go'. Teachers use language that helps make things happen and enables pupils to understand what they are learning.

11. Pupils work hard, think about what they are learning and get involved in lessons, because the teaching is purposeful and lessons are organised well. The best lessons proceed at a brisk pace and in a lively fashion. In a Year 5 and 6 religious education lesson, for example, the teacher's running dialogue with pupils encouraged a flow of ideas and helped their understanding of Judaism. Good knowledge of the subject and of the pupils helps staff to be effective in their questioning and succeeds in getting the pupils to think, talk and to try things out for themselves.

12. In all the lessons seen, the relationship between staff and pupils was very good. Pupils respond well to the consistent and fair expectations for them to behave well and to achieve their best. They like being at school and feel motivated to get on. Teachers assess what pupils know, understand and can do through a skilful combination of questions, discussions and

observations. This helps them to plan the next stage in learning and to set work that is challenging, but not too difficult. Pupils grow in confidence and independence because they can see the progress they make and receive fair praise for their achievements.

13. Numeracy and literacy are taught consistently and very well. The structure of the session helps pupils know what is expected of them and lessons are very productive. Staff organise their time in such a way as to support and extend learning to good effect.

The school's good leadership and management give a clear direction for improvement, and are supported well by governors, parents, staff and pupils.

14. Leedstown is an effective and improving school because the headteacher, staff and governors share a commitment to achieve well and raise standards. Since his appointment shortly after the last inspection, the headteacher has tackled the most important issues, so that everyone involved with the school acknowledges that it is a better place. From being a small school with falling numbers and poor accommodation, Leedstown now has three classes, a rising roll and much improved accommodation. The school knows what needs to be done to build on its improvements and to ensure that the pupils continue to gain from the good quality of what it has to offer.

15. The headteacher's very good leadership gives a clear educational direction for the work of the school. He is respected in the school community for the way he involves people and gets them to work together. The many newly appointed members of staff work together as a very effective team. They feel valued, supported and motivated to do well. In turn their efforts foster a very productive ethos for learning, for adults and pupils alike. For example, the staff's willingness to reflect on their own work and to seek to improve is reflected in the constructive way pupils approach their own learning.

16. Staff are clear about their roles and carry out their duties in a thorough way, because they are aware not only of what to do but why they are doing it. Their involvement in school development planning gives them a shared understanding of what the school is trying to achieve and how it intends to go about it. They can see where their own efforts fit into the 'big picture' of school improvement. Job descriptions are relevant and realistic and help staff, including those with management responsibilities, to do their work well. Classroom assistants are effective because they are involved in planning the activities and evaluating what went well and what could be improved. Staff development is productive because it is closely linked to the school's priorities of improving teaching and learning.

17. The rise in pupil numbers has given the school more flexibility in how it uses its increased resources. In the last inspection the headteacher held nearly all the management responsibility. The appointment of new staff has led to an effective delegation of duties. A good start has been made in extending the role of subject co-ordinators in monitoring, evaluating and developing the quality of teaching. However, it is too early for the impact of this work on pupils' learning and on standards to be assessed. The management of some subjects and aspects, such as special educational needs and literacy are more established than

others and so at a more advanced stage of development. The school is aware of its strengths and has a clear agenda to address its weaknesses, including shortcomings in resources for information and communication technology and in pupils' access to books for research purposes.

18. The governors have improved the effectiveness of their contribution to management and play an important part in the school's continued improvement. They have developed some effective ways of finding out how well the school is getting on and how this can inform their planning. For example, they have contributed to the significant improvements in accommodation. There is scope for their role to be further developed in seeking a greater insight into pupils' achievements and performance, and relating this to their already good knowledge of the quality of provision. In this way, they will be able to build on the good start already made into finding out the effectiveness of their spending and other efforts.

19. By working closely together, the headteacher, governors, staff, parents and pupils ensure that Leedstown is developing as a self-evaluating school, well placed to continue with its improvement.

Pupils' very good behaviour and attitudes to learning contribute to their good progress.

20. The school has a very strong ethos for learning. It promotes pupils' personal development through its planned policies and procedures and also through the high quality of teaching and the commitment of staff and parents. In turn, the very good attitudes, behaviour and relationships contribute to the good progress the pupils make. Parents are very pleased with the way the school helps their children to become mature, responsible and well behaved.

21. From the time at which they start school as four year olds, the children develop very good attitudes and are keen to 'have a go' at different activities. As they get older, pupils become increasingly motivated and responsible for their own behaviour and learning. The youngest children are encouraged to learn from experiences they enjoy and feel involved in. This was evident in a design and technology lesson, where they were given opportunities to plan their activities and to decide which tools and materials to use and where to work. However, limited space and resources for the children in the foundation stage does restrict the range of choices and opportunities for self-initiated activity.

22. Lessons throughout the school are planned well and challenging, so that pupils respond with enthusiasm and interest. Pupils of all abilities feel involved and confident in what they are doing and, in turn, they are motivated to give of their best and achieve well. Pupils with special educational needs are looked after well, grow in self-esteem, and become more confident in managing their own behaviour.

23. The inspection confirms the overwhelming view of parents that children like coming to school. Young children are proud of their achievement stickers, and pupils in Year 6 show considerable maturity and responsibility in being a monitor. Pupils become more self-confident and able to work on their own as well as with others, but their independent learning skills are underdeveloped because they do not get enough access to the library or to resources for ICT.

24. The very good relationships between pupils reflect the strong partnerships between parents and staff and between the local community and the school. Boys and girls, and older and younger children play and work well together, and this contributes to their good progress.

WHAT COULD BE IMPROVED

There are not enough resources for information and communication technology, and insufficient space for pupils to use them fully.

25. The last inspection report noted that there was ‘insufficient hardware to meet the needs of the numbers of children’. Since then, pupil numbers have gone up, but resources for ICT have not been increased enough. Improvements made to the ICT curriculum, and to lifting teachers’ confidence and expertise, have not been matched by increased resources. There is insufficient evidence to judge the impact of inadequate resources on pupils’ achievements, but it is clear that it results in not enough attention being given to learning opportunities in all elements of ICT.

26. Currently, there are not enough suitable computers to be shared between the classes. One of the two computers in Key Stage 1 is coming to the end of its useful life. Pupils’ access to a computer in Year 5 and 6 is restricted because of the small size of the classroom. Pupils in Key Stage 1 have had very little experience of control technology, such as programming a controllable floor robot. During the inspection, there was little evidence of ICT being used to support work in other subjects.

Children in the foundation stage do not have enough opportunities to regularly extend their learning in an active way, through first-hand experience and on a large scale.

27. The very good quality of teaching is not as effective as it would be if children had easier and more frequent access to a suitable indoor and outdoor space and to better resources for learning through activity. The children’s language and mathematical development benefit from a good balance between planned activities with Year 1 and 2 pupils and time to work in a small group of their own with classroom assistants. The considerable effort made to give the children experience of learning through activity is worthwhile. However, the available accommodation is small, temporary, or used for other purposes. The children do not get the full range and quality of learning opportunities because they do not have their own suitably sized area, with appropriate facilities and resources. At the same time, the children do not have direct access to their own designated outdoor area for learning in a larger, more active way than is possible indoors.

28. All areas of learning are affected in some way by these shortcomings. For example, children’s language and communication development, social skills, and creative development would be enhanced by better role-play opportunities. Their knowledge and understanding of the world would benefit from improved opportunities for activities which encourage them to ask questions and find out how and why things happen. The staff work tirelessly to make use of the hall space in the afternoons and to take advantage of the excellent school grounds, but these opportunities take undue time and effort to organise and are limited by circumstances in their quality and scope.

There are not enough opportunities for pupils to develop their research and independent learning skills.

29. Opportunities to develop research and independent learning skills are limited by difficulties of access to books and other sources of information. The problem affects all pupils to some extent, but is most serious for pupils in Years 5 and 6.

30. A recently conducted audit of the library recommended that the range and quality of books be improved, and this is soon to be implemented. The library is located in the school hall and often has other users. Access is therefore difficult, and the atmosphere not altogether appropriate for a library. The supply of books, and access to them, is reasonable in the classes for Year R to Year 4 pupils. However, a lack of classroom space considerably restricts opportunities for older pupils to extend their knowledge, and to develop their research and independent learning skills. There is no room to store or display books in Year 5 and 6. Although some library skills are taught, there are few opportunities to use them.

31. Taken together, the unsatisfactory access to ICT and books significantly restricts the opportunities for pupils to develop their research skills, work independently, and decide what information is appropriate for their work. The strength of the school's curriculum lies in the growing links made between subjects. The success of teachers' creditable efforts to offer greater depth and breadth of study, and to relate themes and topics to each other, is dependent on improving access to basic facilities and resources.

The attendance of a significant minority of pupils taking extended holidays in term time is unsatisfactory

32. The school's attendance rate is unsatisfactory and has a detrimental effect on the progress made by a significant minority of pupils. Although the school has recently improved attendance levels, authorised absence remains higher than the national average. This is mainly because holidays are taken during term time, and often for an extended period.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. In order that the school continue to build on its success and further raise the standards pupils achieve, the headteacher, staff and governors should:

- Improve resources for information and communication technology and the space for pupils to use them, by:
(*Paragraphs: 25 and 26*)
 - * completing an audit of existing resources, space, and accessibility;
 - * providing necessary hardware and software to ensure that the whole ICT curriculum is taught.

- Extend the opportunities for children in the foundation stage to learn through activity by:
(*Paragraphs: 27 and 28*)
 - * developing a permanent and appropriately resourced indoor area;
 - * developing a suitable outdoor area for learning on a larger, more active scale than is possible indoors;
 - * planning an indoor and outdoor curriculum around the early learning goals of the nationally recommended curriculum for the foundation stage.

- Extend the opportunities for pupils to develop their research and independent learning skills by:
(*Paragraphs: 29 and 31*)
 - * improving access to the books, both in the classroom and in the library;
 - * improving access to resources for information and communication technology, to enable pupils to find things out.

- Improve the attendance of pupils by:
(*Paragraph: 33*)
 - * making clear to parents their responsibilities for attendance;
 - * monitoring the school's efforts to improve attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	62	38	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	66
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR- Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	20

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	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	8.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	66
Any other minority ethnic group	0

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR– Y6

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	17
Average class size	22

Education support staff:

YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	76

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	143,491.00
Total expenditure	162,133.00
Expenditure per pupil	3,242.00
Balance brought forward from previous year	8,660.00
Balance carried forward to next year	-9,982.00

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	27	15	1	1	0
My child is making good progress in school.	36	8	0	0	0
Behaviour in the school is good.	21	20	3	0	0
My child gets the right amount of work to do at home.	25	17	2	0	0
The teaching is good.	34	10	0	0	0
I am kept well informed about how my child is getting on.	23	20	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	33	8	1	1	1
The school expects my child to work hard and achieve his or her best.	33	10	0	1	0
The school works closely with parents.	24	18	0	1	1
The school is well led and managed.	32	10	0	1	1
The school is helping my child become mature and responsible.	31	11	0	0	2
The school provides an interesting range of activities outside lessons.	32	8	2	2	0