

INSPECTION REPORT

PINCHMILL LOWER SCHOOL

Felmersham, Bedford

LEA area: Bedfordshire

Unique reference number: 109451

Headteacher: Mrs G Peck

Reporting inspector: Miss Cheryl Thompson
22822

Dates of inspection: 25th – 27th June 2001

Inspection number: 193092

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4 to 9
Gender of pupils:	Mixed
School address:	The Old Road Felmersham Bedford
Postcode:	MK43 7JD
Telephone number:	(01234) 781371
Fax number:	(01234) 783128
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Dean
Date of previous inspection:	14 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Miss Cheryl Thompson	Registered inspector
Mr Ron Ibbitson	Lay inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pinchmill Lower School is a very small rural community school serving the parishes of Felmersham and Radwell and the village of Pavenham five miles north of Bedford. There are 39 boys and girls on roll aged four to nine. It is a popular school with several pupils attending who live out of the school's catchment area. All pupils are white and very nearly all have their origins in the United Kingdom. Although there has been a rise since the last inspection, a much lower than national average percentage of pupils is eligible for free school meals; similarly, the number of pupils on the school's register of special educational needs is below average. Most of these pupils have moderate learning difficulties, although a few have specific difficulties. The socio-economic factors of the area are favourable. Attainment on entry is generally above the level expected, although this can vary considerably from year to year.

HOW GOOD THE SCHOOL IS

This is an outstanding school which serves its pupils, their parents and the community very well indeed. Consistent, high quality teaching promotes and sustains the best possible achievement for all. The school provides a high quality education for all its pupils which enables them to develop self-confidence and excellent attitudes to learning. Leadership and management by the headteacher are excellent. Together, governors and all staff work incredibly hard and are most successful in fulfilling the school's Mission Statement, '..... to help all pupils delight in achievement'. The school provides very good value for money.

What the school does well

- Leadership and management of the school are outstanding.
- Excellent teaching, based on an excellent understanding of pupils' abilities, ensures all achieve their best.
- Pupils have excellent attitudes towards their work; a very good range of interesting and stimulating opportunities fosters pupils' enthusiasm for learning.
- The strong caring ethos of the school helps pupils develop into responsible and thoughtful young people.
- Parents hold the school in high regard and are very happy with the education it provides.

What could be improved

- More time should be provided for pupils to write at length. (The school has already identified the need to improve writing further.)
- Governors must ensure the headteacher has adequate time to check on the quality of teaching and learning in the school. (Governors are to meet to agree specific funding for this area.)
- Many pupils have to wait too long at the dinner table before they can go out to play.

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 last inspected in April 1997 when it was judged to be a school '*..... that provides a high standard of education for its pupils*'. Since then, improvement has been very good. Over time, the trend shows improving standards. Many areas of the school's work have improved such as teaching, the curriculum and the provision for pupils' spiritual, moral and social development. Key issues raised by the last inspection have been resolved very well, especially in improving assessment. Assessment is excellent and used extremely effectively to raise standards and puts the school in a very good position to maintain its high quality provision.

Attendance	Very good. Well above that normally found. Pupils are punctual and lessons begin on time, which makes a good start to the day.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Excellent	Excellent	Excellent

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.

Overall, teaching is excellent. During this short inspection, eleven lessons were observed. In six of the lessons, teaching was excellent, in four, very good and in one, taken by the classroom assistant, teaching was good. The very high percentage (91 per cent) of excellent and very good teaching is commendable; only 11 per cent of schools in the country achieve this standard. High quality teaching is evident in both classes.

There are many strong features in the teaching but the most notable are: teachers' very good subject knowledge; very high expectations for pupils to achieve their best, based on teachers' thorough knowledge of an individual's abilities and aptitudes; clear planning, a very brisk pace to lessons so that pupils work at a very good rate and get through a lot of work. Strong links with parents mean that they know how to help their child with homework so this has a very good impact on the standards achieved in the school. Basic literacy and numeracy skills are taught exceptionally well. Great attention is paid to details such as making sure the youngest pupils hold their pencils correctly and form their letters and numerals appropriately. Basic number bonds are taught very well so that the youngest pupils delight in spotting patterns, such as 6 + 4 is the same as 4 + 6. At a later stage, pupils are taught to use dictionaries and thesauruses to advantage and, in mathematics, pupils are taught to check their answers, for example, by using an inverse operation. Library and research skills are also taught systematically and thoroughly. Pupils learn very well and build on their skills as they progress through the school. Pupils are very well prepared for their next school. By the time they are ready to leave Pinchmill, pupils have a very good understanding of the four rules of number and apply this knowledge to solving challenging problems; they use reference books competently and record their findings legibly and quickly. Standards of presentation are very high. The school is very successful in meeting the diverse needs of all its pupils. Lower attaining pupils and those with specific learning difficulties achieve very well because the work is carefully structured so that progress is in small steps to ensure success and good self-esteem. Higher attaining pupils are never short of suitable work which challenges them to apply their knowledge to solving problems, as in mathematics, or finding out more about a given topic in history or geography.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. Whilst there is strong emphasis on literacy and numeracy, the school works hard to ensure that very good attention is given to other subjects such as art, history, geography and science. Visits and visitors to the school play a significant part in enriching the curriculum, making it very interesting and relevant. Peripatetic music teachers provide opportunities for pupils to learn to play the recorder, violin or cello.
Provision for pupils with special educational needs	Very good. Individual education plans (IEPs) are very suitable and reviewed appropriately. Pupils benefit from the support of the whole school community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to think beyond themselves. They think deeply about what makes life special. They think about the effect of their actions on others and the 'right' way to behave. They are helped and encouraged to develop strong values.
How well the school cares for its pupils	The school provides excellent care for all its pupils. Pupils feel happy and confident in school. Very good links between pre-school establishments and the middle school ensure smooth transitions. Assessment is excellent.
How well the school works in partnership with parents	Excellent. Parents hold the school in high regard and are very pleased with their children's progress both academically and personally. The school values parents' involvement in their children's work; this is most beneficial to

	their progress, particularly in reading.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is outstanding. The headteacher provides a very clear sense of direction for the school with a strong commitment to sustaining high achievement. Management is outstanding. There is a strong culture of self-evaluation which informs the strategic planning for the school.
How well the governors fulfil their responsibilities	Very good. The governors fulfil their role very well. They have a very good understanding of the strengths and areas for improvement in the school. Very good use is made of individual governors' expertise to benefit the school.
The school's evaluation of its performance	Excellent. The school makes excellent analyses of National Curriculum test results, baseline profile information and other test results. The outcomes of these analyses are used to set targets for individual pupils and year groups. Outcomes may also be used to change the way subjects are taught. Within the very restricted time available to her, the headteacher monitors the quality of teaching in the school and highlights areas for improvement.
The strategic use of resources	The school makes very good use of all the funding it receives and takes advantage of any educational initiative funding, for example, the wildlife area was developed with monies from the school's environmental account.

The headteacher and governors apply the principles of best value very well. Governors have identified the need to consult with parents on a more formal basis, such as a questionnaire. The accommodation, which includes the village hall, is kept bright and clean and is used to full advantage.

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 high standards achieved in the school. Teaching is good, children are treated as individuals. All staff are very approachable and helpful. The school sets high expectations. Pupils are helped to become considerate and responsible young people. 	<ul style="list-style-type: none"> Parents would like to see more extra-curricular activities on offer. <p>Parents are concerned that swimming is not taught in the lower or middle school.</p>

Inspectors agree wholeheartedly with parents' positive views of the school. Parents are rightly proud of their school. Several pupils are bussed to and from school, so after-school clubs would not be appropriate. The headteacher and Class 2 teacher and site manager give very generously of their lunch times to provide clubs that all pupils have the opportunity to attend. This may be an area on which governors can consult parents and ask for volunteers to run clubs. The National Curriculum states that in Key Stage 2 (ages 7 to 11) 'Swimming activities and water safety' should be taught unless these areas have been covered in Key Stage 1 (ages 5 – 7). There are no clear statements as to exactly *when* in Key Stage 2 this should be taught.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management of the school are outstanding.

1. At the heart of the success of the school is the excellent leadership of the headteacher who is highly regarded by staff, governors, pupils and parents. The headteacher accomplishes the complex task of providing strong leadership *and* being a class teacher for four days per week extremely well. She sets very high standards by her own excellent teaching and in her management of a dedicated and talented staff. She has a very clear view of where she wants the school to be and a firm philosophy that puts the individual child and its achievement at the centre of everything the school does. This is exemplified in the excellent ethos for learning that pervades the school and in the determination to provide a rich, stimulating curriculum whilst maintaining high achievement. Although achievement is high throughout the school, there is no complacency. The school's vision statement and associated improvement plan have a clear focus on continued improvement. The headteacher has carefully researched and introduced innovative programmes for enhancing progress in mathematics and writing and is working closely with two universities to check on the impact of these strategies. Inspection evidence suggests that there is a strong impact made by the mathematics programme; pupils of all abilities thrive on the challenges presented. The writing strategy is at too early a stage to have had a measurable impact.
2. Governors are very supportive of the headteacher and staff. They have an excellent range of expertise and experience that they bring from other walks of life. They are very well informed of school issues through their own involvement in school life as parents, from observing lessons and from detailed and informative reports from the headteacher. They use their expertise very well when analysing the data available about the school and other test results. Governors' expertise has also been extremely beneficial in developing the new computer suite. Governors compare standards achieved at Pinchmill with other local schools and schools nationally and set realistic targets for improvement. Together with the headteacher, they actively seek involvement in educational initiatives that will benefit the school. Regular bids for additional funds have been successful and as a result the school has been able to install a solar panel and develop a wildlife/pond area and raised garden beds.
3. The headteacher and governors keep a very careful check on the school's financial position and look for ways to save money such as sharing expenses for courses and visits with other schools. The current underspend has been very carefully planned to help finance the additional part-time teacher and the computer suite. There has been no money spent on supply teachers to cover for absence as the headteacher has taken on the teaching load created by the absence, on long-term stress-related illness, of the part-time teacher.
4. The work of the school is thoroughly evaluated. National Curriculum test results, school performance data supplied by the government, baseline profiles and other standardised test results are all analysed by the headteacher. In the quest to improve, the outcomes of analyses are used to change the way some subjects are taught; for example, the school identified that pupils forget what they have learned about measurements, so now include daily practice of using various measurements. Outcomes are also used to set challenging targets for individuals and this is why each pupil, regardless of ability, achieves their best. Within the very limited non-teaching time available to her, the headteacher has checked on the quality of teaching and learning in the school and recognises this part of her work as an area for development. With the current quality of teaching being excellent there are no difficulties, but, with a change of staff, there will be a need to keep a close eye on standards of teaching and learning to ensure that they remain high.

Excellent teaching, based on an excellent understanding of pupils' abilities, ensures all achieve their best.

5. The quality of teaching is excellent. Teachers manage the very difficult task of teaching a wide age and ability range extremely well. Lessons are purposeful and productive. Pupils of all ages work very hard and produce good amounts of good quality work. The teachers' and classroom assistant's strong team spirit and commitment towards meeting the school's aims shine through all their work. They care that pupils achieve their very best, not only in their work but in behaviour and personal development.

Very good displays of pupils' work are testimony to teachers' hard work to provide a stimulating and vibrant school where all pupils' achievements are celebrated and their self-esteem nurtured. Relationships are excellent; teachers have very high expectations of their pupils and provide them with a framework within which they are challenged, yet supported so that they can succeed. Pupils are very interested in what they learn and the ways in which they do this. They thrive in the positive atmosphere teachers create in their classrooms and have a very purposeful 'I can .. ' attitude to all their work.

6. Excellent assessment underpins teachers' planning, so that all pupils are moved on to the next stage of learning at the optimum point and no time is wasted. A wide range of standardised tests is used to pinpoint how well a pupil is achieving and if there is cause for concern. For example, spelling and reading tests are used to ascertain a pupil's spelling and reading age which is compared with their actual age. The results of such tests quickly show any areas of difficulty or if good or insufficient progress is being made. In the light of results, changes may be made to the work presented to the individual pupil and targets set for improvement. The mixed age classes make it easy for younger, higher attaining pupils to work alongside older pupils at a higher level. Pupils with special educational needs are very well supported with suitable individual education plans and proficient support. Higher attaining pupils always have work matched to their capabilities.
7. Teachers have an excellent understanding of how to teach basic literacy and numeracy skills in a very efficient, meaningful and enjoyable manner. A key feature is that these skills are taught systematically and cumulatively throughout the school. Correct letter and number formation is taught skilfully and at an early stage, so that pupils are well equipped to write and record. These skills are used to good effect from an early age, for example, when reception pupils record independently in their design and technology diary how they made their paper bag puppet, or write about their very recent trip to Randall's Farm. Older pupils in Years 3 and 4 write very good accounts of their exciting experiences as an evacuee on their visit to Stibbington. Pupils' neat handwriting, very good presentation and good standards of spelling are obvious in all their work and contribute significantly to the amount of work pupils accomplish.
8. Planning is very clear so that all lessons are conducted at a very brisk pace; pupils are used to this and get themselves very well organised and do not waste time. Very good use is made of the proficient classroom assistant to work with groups of the younger pupils so that they have extra attention and make the maximum possible progress.
9. Homework is a strong feature in the school and has a significant impact on the standards pupils achieve. Teachers value the help given by parents. Pupils and parents are aware of what is expected of them. The amount of reading pupils do at home with their families is commendable and contributes strongly to the very good progress pupils make. Pupils love the Friday challenge of 'Finding out' about a topic suggested by the headteacher. From work seen during the inspection, all pupils try very hard to find out about the topic and cannot wait to bring it in on Monday morning when it is discussed in assembly and displayed in the hall. Some pupils use the Internet to find out more, others use reference books; such work strongly promotes pupils' excellent attitudes to their tasks.
10. During the inspection, there were only two teachers as the other part-time teacher was absent. As a consequence, the headteacher was teaching full time, and had been for several weeks prior to the inspection. There are two classes in the school – Class 1, reception, Year 1 and 2 together in one class and Class 2 – Year 3 and 4. The very proficient classroom assistant works in Class 1. In the normal situation, Class 1 is split into two groups for four mornings per week.

Pupils have excellent attitudes toward their work; a very good range of interesting and stimulating opportunities fosters pupils' enthusiasm for learning.

11. In their responses to the pre-inspection questionnaire and their meeting with inspectors, all parents agree that their children love coming to school. Indeed, pupils showed great enthusiasm for bringing their 'Finding out' homework in on Monday and could not wait to get into school on Wednesday to see how many chicks had hatched out. All pupils are keen to talk about and show their work as well as commending the work of their friends.
12. In their lessons, pupils do not waste time. They respond extremely well to their teachers' high expectations to be organised and ready to start lessons on time. They listen attentively and answer confidently. Older pupils' confidence when explaining how they arrive at the answers to mathematical

problems is impressive; speaking skills are high. Younger pupils also show high levels of confidence when they explain in an art lesson how they have made their snail sculptures. Scrutiny of pupils' books shows that they work at a very good rate and, again, that they respond to their teachers' high expectations to work neatly, taking care with spelling and presentation.

13. Whilst maintaining a very good emphasis on numeracy and literacy, the headteacher and staff are committed to providing interesting and relevant experiences within the framework of the National Curriculum. For example, to enrich the science curriculum, pupils collected seeds from hedgerows for their wildlife area and are hatching out chicks in an incubator. To complement their knowledge of renewable energy, pupils were able to tour the National Energy foundation bus when it visited the school. In design and technology, pupils visited a pizza outlet and designed and made their own pizzas. In history and geography, very good use is made of the local area, such as Randall's Farm, and pupils made a visit to Stibbington to experience first hand how it felt to be an evacuee. Visitors are also encouraged into school. A theatre group performed at the school and falconers have brought their birds of prey. An artist in residence visited the school to work alongside pupils to make paper chairs and other structures. Pupils talk excitedly about that day and are very keen to show their work and still marvel that the chairs are strong enough to sit on. A group visits regularly to take assemblies. Pupils look forward to these eagerly and remember many of the stories they have heard. All pupils have the opportunity to learn to play the recorder with a peripatetic music teacher. There are also opportunities to learn to play the violin and cello and those that do play in the local annual 'Fiddle Festival'. The school hosts a Country Dance afternoon. Four local lower schools and a middle school attend. Such events promote pupils' physical skills as well as social skills. Pupils are also involved in community activities such as the Felmersham Festival Weekend.

The strong caring ethos of the school helps pupils develop into responsible and thoughtful young people.

14. In their response to the pre-inspection questionnaire, all parents agreed that the school helps their child become mature and responsible. All staff provide excellent role models for kindness and consideration for others and this is reflected in pupils' relationships with one another and with adults. The school is consistent in rewarding the successes of its pupils. These successes are not confined to academic achievement; pupils are rewarded for being helpful, thinking of others and trying hard.
15. In the younger class, pupils of all ages sit together for some lessons, such as art and history. This seating arrangement is extremely successful in developing responsible attitudes. The youngest pupils are confident that their request for help or ideas will be taken seriously and that there will be a helpful response. For example, in an excellent art lesson, the older pupils helped the younger with intricate tying of knots whilst the younger helped their friend by holding things still for gluing operations. The sense of harmony, co-operation and collaboration noticed throughout the school was very evident in this lesson. In the older class, pupils demonstrate thoughtfulness and responsibility in their care and concern for the environment. In their search for 'living organisms' in the school grounds, they took great care not to disturb the creatures' homes. At dinnertimes, pupils take turns to be responsible for collecting apple cores and other 'green waste' for their compost heap. Pupils are also very interested in, and aware of, renewable energy. One of the educational initiatives instigated by the headteacher has resulted in the school being given a solar panel and having it installed free of charge by a local firm. The resulting power is used to run two spotlights in the library.
16. At the parents' meeting with inspectors, a parent who had visited Pinchmill prior to moving her child to the school, observed that the school '..... had a feeling of warmth'. This is, indeed, the case. Pupils are encouraged to care for each other. Pupils of all ages are aware of the multicoloured 'Friendship Bench' in the playground where they can sit if they are in need of help or comfort. The 'circle of friends' are responsible for keeping an eye out for anyone needing this help and take this responsibility very seriously. The response of pupils to their work, to other pupils and adults, shows clearly that the school does an excellent job in helping them all develop into hardworking, caring and considerate individuals.

Parents hold the school in high regard and are very happy with the education it provides.

17. Parents are extremely supportive of the school and interested in its work. In their response to the pre-inspection questionnaire, all parents who returned the questionnaire (21 out of 36 families) strongly agreed that the school set high expectations for their children and that they would feel comfortable approaching the school with questions or a problem. In other areas, such as 'teaching is good', 'I am

kept well informed about my child's progress', parents were in one hundred per cent agreement. The area a small number of parents had tended not to agree with was 'my child gets the right amount of homework'. However, in the meeting for parents, they stated that although there is sometimes a lot of homework for the older pupils, teachers are always flexible and quite understand if the work is not completed; pupils do not worry about homework. An area where almost half of the respondents tended to disagree with was the school's provision for activities outside lessons. In a very small school like Pinchmill, where several pupils are bussed to and from school, the opportunities for after-school activities are restricted. The teachers and the site manager give up part of their dinner times to run a draughts club, computer club, country dancing and a gardening club.

18. In their meetings with inspectors, parents were keen to state that they feel the school treats all children as individuals and that standards in all subjects are high. Parents are particularly supportive of the headteacher, teacher and classroom assistant and recognise how hard they work to make their child's education interesting and exciting as well as teaching the 'basics' very well.
19. Parents feel well-informed. The school provides regular information about the work their children are undertaking and other events. Parents know that they are welcome at any time to ask for information. Parents' meetings are held termly; parents were keen to state that they do not feel 'rushed' and appreciate that teachers have time for them.
20. The strong parent school association raises considerable amounts of money to support the school. For example, their fund raising activities have paid for the re-location of the library and their latest ventures have raised substantial amounts to help towards financing the computer suite. Parents run a '200 club' which pays for the employment of the recorder teacher.

WHAT COULD BE IMPROVED

More time should be provided for pupils to write at length. (The school has already identified the need to improve writing further.)

21. The school has already identified the need to improve even further the quality of pupils' writing and to this end has become involved in an innovative project with Warwick University. Pupils' work contains very imaginative responses to their teachers' interesting topics for creative writing. Pupils have a wide range of opportunities for writing; for example, pupils in Years 3 and 4, write book reviews, poems, recipes for fairy tales and character sketches. However, pupils do not write extended pieces of work and this is an area for improvement.

Governors must ensure the headteacher has adequate time to check on the quality of teaching and learning in the school.

22. The headteacher is also a class teacher for four days per week, which allows very little time for monitoring teaching and learning. At the present time, with the high quality of teaching in the school, monitoring is not such a crucial issue. However, with the appointment of two new teachers at the start of the next academic year, it will be essential to keep a close check on teaching and learning to ensure that high standards are maintained. Governors have identified the need to allocate specific funding for this area.

Many pupils have to wait too long at the dinner table before they can go out to play.

23. There is only one mid-day assistant, who carries out her duties efficiently. Pupils behave well whilst having their dinner. Pupils have to wait for everyone to finish eating before they can go out to play because, quite understandably, the one mid-day assistant cannot be in the dining hall and the playground at the same time. Generally, pupils wait patiently but some pupils have to sit for ten minutes whilst they wait for others to finish. The problem is often exacerbated because those that have finished are keen to chat and slow down those that are still eating.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Pinchmill school provides a high quality education for its pupils. To help make this very effective school even better, the school should:

- (a) consider how more time can be provided for pupils to write at length (paragraph 21);
- (b) consider ways to ensure that the headteacher does not 'lose' her non-teaching day, so that she will be able to monitor teaching and learning (paragraph 22); and
- (c) consider ways in which around 15 minutes of extra cover, by an adult, could be provided at dinner times, so that pupils need not wait for all to finish before going out to play (paragraph 23).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
55	36	9	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	YR– Y4
Number of pupils on the school's roll (FTE for part-time pupils)	39
Number of full-time pupils eligible for free school meals	2

Special educational needs

	YR– Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	6

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	5	10

Results are not published in the report when the number of pupils taking National Curriculum tests is ten or less.

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	29
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	27

Financial information

Financial year	2000/2001
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	£
Total income	155,266
Total expenditure	136,130
Expenditure per pupil	3,238.30
Balance brought forward from previous year	5,743
Balance carried forward to next year	24,999

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	39
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	62	33	5	0	0
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	76	24	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	71	29	0	0	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	14	33	48	0	5

Other issues raised by parents

Nearly all parents at the meeting with inspectors raised their concern that swimming is not taught at the lower or middle school. They feel that that this is a serious omission because of the proximity to the fast flowing Great Ouse.