

# INSPECTION REPORT

**BARDNEY C.E and METHODIST PRIMARY  
SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120589

Headteacher: Mr B Bensley

Reporting inspector: Elisabeth de Lancey  
22272

Dates of inspection: 1<sup>st</sup> October 2001 - 2<sup>nd</sup> October 2001

Inspection number: 193456  
Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Henry Lane Bardney Lincoln Lincolnshire
Postcode:	LN3 5TL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Irene Hewitt
Date of previous inspection:	21 <sup>st</sup> – 23 <sup>rd</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bardney Church of England and Methodist Primary School is situated in the rural village of Bardney almost equidistant between the town of Horncastle and the city of Lincoln. Almost 30 per cent of pupils are brought to school by bus from the village of Southrey and the hamlets of Stainfield, Apley and Minting. The school caters for pupils between the ages of four and eleven. It is located in an area where unemployment is below the national average. It is smaller than other primary schools with a current roll of 119 pupils of whom 60 are girls and 59 are boys. Since the last inspection two local factories in the area have closed and the pupil roll is slightly smaller. Pupils are admitted to the school in the autumn term following their fourth birthday. Most children have attended the playgroup on the school's site. Their attainment on entry to the school is average, measured by their performance in base-line assessments. There are 18 pupils on the school's register of special educational needs, for a variety of moderate learning difficulties and emotional and behavioural problems. No pupils have statements of special education needs. Pupils are organised into five mixed-aged classes. All the children are of white ethnic origin and none speaks English as an additional language. No pupils are looked after. There are no pupils who claim free meals.

### **HOW GOOD THE SCHOOL IS**

This is an effective school which continues to improve upon its good achievements. Pupils of all abilities are enthusiastic learners and by the time they reach the age of eleven they achieve well, especially in the core subjects of English, mathematics and science. This is largely as a result of their very good attitudes to work and the high quality of the teaching they receive in Key Stage 2. The school has sound strategies to promote educational inclusion and equal opportunities for all pupils. The leadership and management of headteacher, key staff and governing body is satisfactory. The school provides good value for money.

#### **What the school does well**

- Pupils of all abilities achieve high standards in English, mathematics and science by the time they leave the school.
- The high proportion of very good quality teaching at Key Stage 2 makes a positive contribution to the pupils' high attainment.
- The pupils' excellent attitudes to school, their very good attendance and very high standards of behaviour contribute significantly to their very good achievement.
- The provision for pupils' personal development is good and this helps pupils to become mature and responsible.

#### **What could be improved**

- Standards in writing could be higher.
- There is insufficient information given to parents about their children's work.
- The training of all staff in the school's procedures for child protection needs up-dating.

*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 and a number of weaknesses were identified at that time; most of these have been addressed satisfactorily. The leadership and management of the governors is now satisfactory overall. The provision for promoting the physical development of children in the Foundation Stage has improved. So, too, have the school's procedures for assessment and record keeping and the analysis of test results. There are schemes of work for most subjects based on national guidance which have helped to promote continuity. Standards have continued to rise and teaching at Key Stage 2 is much better than at the time of the last inspection when it was judged to be sound. The headteacher, who has a class responsibility, monitors standards well but his monitoring of teaching is restricted. Regular discussions are held with staff in order to identify their training needs but these are not made explicit in the school development plan.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	B
mathematics	B	B	A	B
science	A	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of the 2000 National Curriculum test results for eleven-year-olds in the three core subjects of English, mathematics and science show a significant improvement from the previous year when results in English and mathematics dipped from their previously high levels. Pupils' results were well above average in English, mathematics and science. Compared with schools with pupils from similar backgrounds, results were above average in English and mathematics and well above average in science. Standards have risen at a similar rate to that found nationally. The results of the tests in 2001 show further improvement in all three subjects but comparative data is not yet available. The school's challenging targets, based on current assessments of pupils' attainment, indicate that standards are likely to be maintained this year.

In the 2000 National Curriculum tests for seven-year olds pupils' results were well above average in mathematics, above average in writing and average in reading. Compared with schools with pupils from similar backgrounds, results were above average in mathematics, average in writing, and below average in reading. Standards in reading improved in 2001 but national comparisons are not yet available.

Inspection evidence confirms that standards in English, mathematics and science are high and that pupils of all abilities are achieving well and making good progress. There is scope for further improvement in writing, in particular the use of writing across different curriculum areas. Pupils are exceeding the challenging targets set by the governing body and the local education authority.

Children in the Foundation Stage make satisfactory progress and most children reach the early learning goals in all areas of learning. There is no significant difference in the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent: Pupils are happy to come to school and respond enthusiastically to the learning opportunities they are offered.
Behaviour, in and out of classrooms	Excellent: Pupils behave very well in lessons, in the playground and around the school. They are polite and responsible.
Personal development and relationships	Very Good: Pupils are confident and self reliant. They are sensitive to the feelings of others and take pleasure in helping one another.
Attendance	Very Good: Attendance is well above the national average, and there is very little unauthorised absence.

The school successfully promotes self-respect and respect for others. Older pupils look after younger ones and pupils support and help one another in class.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 in the school is good overall. The quality of teaching in the key stages varies; it is stronger in Key Stage 2 than in Key Stage 1 or the Foundation Stage. Examples of very good teaching were observed in English and mathematics at Key Stage 2 which make a significant contribution to the high standards the pupils attain. It was very good in a third of lessons, good in a quarter and satisfactory in a quarter, with two lessons judged as unsatisfactory. Teaching in the Foundation Stage and Key Stage 1 was satisfactory overall with the support assistant making a significant contribution to pupils' learning. The teaching of pupils with special educational needs is good. Pupils are given extra support to ensure that they achieve as well as they can and are included in all activities.

Adults maintain very good relationships with the pupils; consequently, pupils are enthusiastic about learning and they display excellent attitudes to their work. At the beginning of lessons teachers explain carefully what they want pupils to learn. As a result pupils know what they are to do and are clear about what is required of them. Generally basic skills of literacy and numeracy are taught well and reinforced satisfactorily across other subjects of the curriculum.

In the most successful teaching teachers have very good subject knowledge and high expectations of their pupils. They use lesson introductions well to consolidate and build on pupils' previous learning and direct questions effectively to involve pupils of all abilities. In these lessons the teachers create and maintain a very good climate for learning and offer challenging activities which enable the pupils to achieve high standards. Not all lessons are of this high quality. In a few lessons teachers' subject knowledge is insecure, tasks do not meet the pupils' individual needs, resources are selected inappropriately and pupils do not achieve as much as they should.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: The school provides a broad and balanced curriculum with a strong emphasis on the key skills of literacy and numeracy.
Provision for pupils with special educational needs	Good: Pupils are supported well and make good progress. They are included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: the school successfully promotes all aspects of pupils' personal development. It develops their confidence and self-esteem. Pupils are encouraged to understand the viewpoints and experiences of others.
How well the school cares for its pupils	Satisfactory: Procedures for monitoring pupils' progress are good. Child protection procedures do not comply with statutory requirements.

The school enjoys the support of the majority of parents and maintains good relationships with them. A large number of parents give voluntary help in the school and they make a valuable contribution to pupils' progress. However, a significant minority are concerned about the quality of information the school provides about their children's work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: The headteacher and key staff offer sound leadership and management. There is a shared commitment to attaining high standards.
How well the governors fulfil their responsibilities	Satisfactory: Overall, the governing body fulfils its statutory responsibilities.
The school's evaluation of its performance	Good: The school keeps a thorough check on how well it is doing. It makes good use of comparative information and this has a positive impact on pupils' attainments.
The strategic use of resources	Satisfactory: Financial planning is sound and relevant educational priorities are appropriately funded.

The headteacher, who has a class responsibility, and the deputy headteacher set high standards in their teaching. The systematic monitoring of assessment data has helped to identify strengths and weaknesses and the success of this action is indicated in the improvement in results. The school applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• The children make good progress.</li> <li>• The teaching is good.</li> <li>• The school attains high standards.</li> <li>• The behaviour of their children is very good.</li> <li>• The school expects the children to work hard.</li> <li>• The school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons is too narrow.</li> <li>• Parents do not receive enough information about their children's progress.</li> </ul>

The team agrees with parents' positive views of the school. Inspectors agree that the quality of information for parents needs some improvement and that the procedures for parent consultations should be reviewed. Inspection findings do not support the view expressed by some parents that the school provides too few opportunities for their children to take part in activities beyond the school day. The range of activities outside lessons compares well with similar schools. Transport arrangements make it difficult for some pupils to attend after school activities on a regular basis.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils of all abilities achieve high standards in English, mathematics and science by the time they leave the school.**

1. Children in the Foundation Stage are making satisfactory progress and are on the way to reaching the early learning goals in all six areas of learning by the end of the reception year.
2. In the 2000 national tests for seven-year-olds, pupils' results were well above average in mathematics, above average in writing and average in reading. Compared with schools with pupils from similar backgrounds, results were above average in mathematics, average in writing and below average in reading. The relatively poorer performance in reading was because average-attaining pupils did not achieve as well in reading as in writing and mathematics. Compared with similar schools, the results at the higher level, level 3, were well below average in reading and writing which indicate that higher attaining pupils were underachieving in both subjects. The latest figures show a notable improvement over last year's results, in particular, in reading and in writing.
3. The recent rise in standards at Key Stage 1 follows determined efforts by the school to raise standards in reading and writing. The English co-ordinator who was responsible for teaching this cohort of pupils has revised the school's approach to the teaching of reading and writing. Greater emphasis has been placed on teaching pupils different ways to work out how to read words they do not know and on adults listening to pupils read. Pupils take their reading books home regularly to share with their families. Parents make a strong contribution to this subject. Writing skills are taught directly. The pupils understand the main features of story writing; for example, they introduce characters, setting and dialogue and they choose words carefully to achieve the effect they want.
4. In the 2000 national tests for eleven-year-olds, pupils' results were well above average in English, mathematics and science. Compared with schools with pupils from similar backgrounds, results were well above average in science and above average in English and mathematics. When compared with all schools and similar schools the percentage of pupils reaching the higher level, level 5 was well above average in all three subjects. In mathematics, they were in the highest five percent of all schools nationally. Results this year have improved further in all three subjects and the school has exceeded the targets it set for pupils' attainment in the 2000 and 2001 national tests for eleven-year-olds. The school's targets, based on the school's analysis of current attainment, indicate that standards are likely to be maintained this year.
5. Inspection evidence broadly reflects the national test results. Pupils of all abilities make good progress and achieve well. Their skills in reading and mathematics are particularly strong and reflect the good quality of much of the teaching observed. There is no significant difference in the attainment of boys and girls.
6. Standards are well above average in reading. This is because teachers promote the pleasures of reading through the use of good quality books. They help pupils extend their range of reading material and develop their understanding of significant ideas, themes and characters through reading for example 'Tom's Midnight Garden' by

Phillippa Pearce, 'The Listeners' by Walter de la Mare and 'The Hobbit' by J.R.R. Tolkien. Many pupils are keen readers who read extensively at home and are frequent library users. Pupils in Year 6 talk lucidly about an impressive range of popular and classic fiction by a variety of authors. Many are reading the latest Harry Potter book by J.K. Rowling and anticipating the forthcoming film eagerly. Their favourite authors include Dick King Smith, Roald Dahl, Philip Pullman and J.R.R. Tolkien. Pupils have a wide vocabulary and are confident speaking and reading aloud to a range of audiences. The range of writing is limited. However, standards of spelling are good, finished work is well-presented and fluent handwriting styles are emerging. Pupils use figurative language well to engage the reader.

7. The improvement in standards in mathematics at the end of Key Stage 2 is a result of the school's emphasis on developing pupils' mental strategies and the effective use of a structured published programme of work with extension activities for higher attaining pupils. As a result, by the time they are eleven many pupils are attaining standards that are higher than expected for their age. They know a good range of mental methods which they apply successfully to everyday situations. They calculate accurately to solve problems involving the multiplication and division of decimals to two places, use suitable formulae to find the areas of squares, rectangles and triangles and interpret graphs and pie charts correctly.
8. The school's strategies to promote inclusion encompass positive support for all pupils. The school is successful in challenging the higher-attaining pupils; it encourages them to take more initiative and it provides extra help for those pupils who benefit from carefully targeted teaching to secure the expected level in the national tests. Pupils with special educational needs are given additional support so that they achieve as well as they can. As a result, they make good progress and meet the appropriate targets set in their individual education plans.

**The high proportion of good quality teaching at Key Stage 2 makes a positive contribution to the pupils' high attainment.**

9. The quality of teaching at Key Stage 2 has improved significantly since the last inspection when it was judged to be sound. It is now very good. During this inspection, teaching throughout the school was assessed as very good in a third of lessons, good in a quarter and satisfactory in a third, with two lessons judged as unsatisfactory. Teaching is stronger at Key Stage 2 than Key Stage 1. The high quality teaching at Key Stage 2 makes a major contribution to the attainment of high standards by the time the pupils complete their primary education. Examples of very good teaching were observed in English and mathematics at Key Stage 2. At the beginning of lessons teachers explain carefully what they want pupils to learn and set out the high expectations they have of pupils' commitment to their work and of their behaviour. As a result pupils know what they are to do and are clear about what is required of them.
10. Teachers and classroom assistants maintain very good relationships with their pupils; consequently, pupils are enthusiastic about learning and they display excellent attitudes to their work. Teachers foster pupils' active participation in lessons and welcome their contributions. Therefore, pupils are highly motivated, eager to do their best and confident when tackling new tasks. Teachers have very good subject knowledge and show enthusiasm for what they teach; they are clear about what they want pupils to learn and keen to improve pupils' proficiency in the basic skills of English and mathematics. This helps to raise pupils' interests, broaden their understanding and increase the pace at which they work. Teachers use lesson introductions well to

consolidate and build on pupils' previous learning and direct questions effectively to involve pupils of all abilities. As a result, pupils develop a clear understanding of their own attainments. Marking does not always tell pupils what they need to do to improve and this restricts the development of their independent learning. Comprehensive assessment procedures are used effectively to track pupils' progress and identify individual needs. Consequently, pupils are challenged appropriately and they make useful gains in their learning.

11. The pupils with special educational needs are supported well. They receive appropriate individual help in class from teachers and assistants, and they have access to all areas of the curriculum. These pupils achieve well and make good progress towards the targets set for them.
12. Teachers' emphasis on basic skills helps pupils to improve the clarity of their writing and raise the standard of their work. In Year 3, for example, a teacher, revising sentence writing, praised a pupil who pointed out that it was important that sentences 'begin with capital letters, end with full stops and make sense when you read them'. Teachers make very good use of their own subject knowledge to help pupils develop their own vocabulary and refine their writing skills. For example, in Year 4, a teacher helps pupils search for adjectives and phrases which evoke particular sensations; they identify 'icy' winds, water 'surged' and branches which 'slithered like snakes'. Teachers stress pupils' use of appropriate mathematical vocabulary to ensure clarity in their thinking and precision in their explanations. In Year 5, a teacher encourages pupils to use a published glossary to help them in describing accurately the properties of defined shapes. To develop pupils' reading and writing skills, teachers select interesting books and relate their contents effectively to the pupils' other studies. For example, in Year 6, the teacher draws on an evocative reading style to engage pupils in extracts from 'A Christmas Carol' by Charles Dickens, 'The Water Babies' by Charles Kingsley and 'Smith' by Leon Garfield. Pupils consider how the characters are described and what they can learn about them from the way they behave. The teacher then helps pupils link these readings with their history projects and demonstrates how each can help their understanding of the other.

**The pupils' excellent attitudes to school, their very good attendance and very high standards of behaviour contribute significantly to their very good achievement.**

13. Pupils' attitudes to school are excellent. When they first start school children settle very quickly and continue to grow in confidence as they move through the school. They are friendly and courteous and willing to talk to adults with whom they form very good relationships. They enjoy their work and are keen to learn. From an early age, pupils work well both on their own and with one another, learning the skills of collaboration with the encouragement of the staff. They learn to listen carefully, follow instructions, wait for their turn and work and play happily together.
14. Older pupils are very enthusiastic about their work. They take full advantage of the high quality teaching they receive and respond particularly well to the stimulating and challenging activities which they are offered in lessons. They respond to instructions promptly and readily contribute their thoughts and ideas to class discussions. Pupils settle to work very well, sustaining very good levels of concentration for long periods of time. They work constructively in pairs; for example, they share equipment sensibly and discuss their work productively with one another.

15. The inspection findings confirmed the parents' views of their children's behaviour. It is excellent in lessons, in the playground and around the school. The pupils are clear why they should behave well and construct their own rules to ensure that they learn without distraction.
16. Although parents would like to see a greater range of out-of-school activities, the range of activities outside lessons compares well with that of similar schools. There are clubs for pupils to attend at lunchtime and after school, such as netball, and occasional sporting fixtures such as inter-school football and netball. There is swimming for all pupils from Year 4 onwards. Pupils greatly appreciate the opportunities to take part in these activities and they are all well-attended. Some, such as the production of articles for the parish magazine have been formed at their own suggestion. They speak enthusiastically about aspects of school they particularly enjoy, such as residential visits to the Isle of Wight and North Wales and the whole school activity week during the summer term. They describe the range of visits around the local area and further afield for example, to the Jorvik Centre in York and to the Science Museum in Halifax.
17. The attendance rate is well above the national average and unauthorised absence is low. Pupils arrive promptly at school ready to begin their lessons. This regular and punctual attendance has a positive effect on pupils' learning.

**The provision for pupils' personal development is good and this helps pupils to become mature and responsible.**

18. The school welcomes all pupils and is successful in creating an ethos which is firmly based on respect and care for others. It seeks to develop high esteem in all its pupils and to promote mutual respect and responsibility. The school is an orderly community in which everyone is valued and the learning and participation of all pupils is central to its work. Staff work hard to enable all pupils to achieve their full potential.
19. New pupils are welcomed warmly to the school. For example, older pupils took photographs of the new children and displayed them in the entrance hall. Pupils with special educational needs are very well-integrated into the school. Teachers take care to ensure that these pupils have equal access to every aspect of the curriculum. There is good liaison with their parents and with external agencies. There are appropriate education plans to help each child overcome their difficulties and these are carefully monitored by class teachers in consultation with the special educational needs co-ordinator.
20. Staff encourage pupils to develop self-confidence and self-reliance and parents agree that the school is helping their children to become mature and responsible. There are good opportunities for pupils to develop a sense of community and citizenship and, through the house system, older pupils learn to take responsibility for others. Pupils are further helped to develop an understanding of society through opportunities to take responsibility for routine tasks and assist in assemblies, and they respond well to this trust. Achievement is celebrated in the school and pupils are rewarded with house points.
21. Pupils are encouraged to be sensitive to others beyond the school community. They respect the values and beliefs of others and discuss sensibly the plight of people in other parts of the world.

22. The quality of relationships between all members of the school community is good. Members of staff and pupils show their mutual respect for one another and this contributes to the caring ethos within the school. They are considerate towards one another. This is seen in the way older pupils interact with younger pupils and look after them. They are sensitive to their needs; for example, they would like the play-houses in the playground to be furnished. Pupils are quick to show their support for one another and to congratulate classmates who perform well.

## **WHAT COULD BE IMPROVED**

### **Standards in writing could be higher**

23. Although standards in writing at both key stages have improved, they are still lower than those in reading and could be better. The school recognises this as a relative weakness and improving the quality of writing is a priority in the school development plan.
24. Pupils have good opportunities to write recounts of significant events in their lives and stories to entertain and at both key stages they are good at identifying the key features of narrative. However, teachers do not give pupils sufficient opportunities to write independently for a range of purposes for example, younger pupils do not have sufficient opportunities to use writing in play activities, to communicate through lists, notes and reminders and to develop their writing in different curriculum areas. At Key Stage 2, there is too much emphasis on the teaching of narrative and pupils are not confident in writing for a range of purposes. Although there are some good examples of pupils applying and developing their writing skills, and writing for different purposes in other subjects for example, in history, science and geography, there is little evidence that the characteristics of writing commonly used in these subjects are being systematically taught. In some classes there is too much emphasis on pupils completing written exercises which have a limited effect on pupils' development as writers. The school is aware of the shortcomings in the subject and recognises the need to teach a greater range of writing and to consolidate and extend the writing skills learned in literacy in other subjects.

### **There is insufficient information given to parents about their children's work.**

25. Many parents expressed concern about the few opportunities offered by the school for them to meet with teachers at parent consultation evenings. Some parents also expressed the view that they would like to be given an outline of forthcoming work at the beginning of each term in order to help them support their children. Inspection evidence supports the parents' views. The school has plans to remedy these weaknesses; for example there are parent consultation meetings planned for each term in the forthcoming year. It is also seeking ways to give parents more information about forthcoming work to promote their closer involvement in their children's learning.
26. The recently introduced homework diaries provide information for parents about the work their children are expected to do at home but these are not used consistently across the school.
27. Parents consider that their children's annual reports are informative. However, although reports are satisfactory they do not provide sufficient information about pupils' progress in all areas of the curriculum.

**The training for all staff in the school's procedures for child protection needs updating**

28. Child protection procedures are informal. There is no written guidance for staff on the school's procedures for child protection and it is some time since every member of staff was reminded of child protection requirements. New members of staff have not received appropriate training. The school is aware of this shortcoming and arrangements have been made for staff training later this term.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (i) Raise standards in writing by:
  - increasing the range of writing;
  - providing more opportunities for pupils to write extended pieces of writing across a range of subjects;
  - ensuring that writing skills are developed and applied in subjects other than English.
  
- (ii) Improve information for parents about their children's progress by:
  - providing more opportunities for parents to discuss their children's progress with their teachers;
  - ensuring that annual reports provide sufficient information about pupils' progress in all areas of the curriculum.
  
- (iii) Update the training for all staff in child protection procedures.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	3	3	2	0	0
Percentage	0	33	25	25	17	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	119
Number of full-time pupils known to be eligible for free school meals	n/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	18

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	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	95.8
National comparative data	94.4

#### Unauthorised absence

	%
School data	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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	8	8	8
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	8	8	8
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	14	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	12	12	13
	Total	19	19	21
Percentage of pupils at NC level 4 or above	School	86 (74)	86 (74)	95 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	7
	Girls	11	12	11
	Total	15	18	18
Percentage of pupils at NC level 4 or above	School	68 (74)	82 (83)	82 (83)
	National	70 (68)	72 (69)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	119
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5.29
Number of pupils per qualified teacher	22.68
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	40

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
	£
Total income	292,076
Total expenditure	278250
Expenditure per pupil	2,046
Balance brought forward from previous year	1440
Balance carried forward to next year	15266

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	117
Number of questionnaires returned	42

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	33	10	5	0
My child is making good progress in school.	29	51	10	2	10
Behaviour in the school is good.	43	45	5	2	5
My child gets the right amount of work to do at home.	21	62	5	2	10
The teaching is good.	36	50	7	2	5
I am kept well informed about how my child is getting on.	12	52	19	14	2
I would feel comfortable about approaching the school with questions or a problem.	40	36	14	7	2
The school expects my child to work hard and achieve his or her best.	55	33	2	2	7
The school works closely with parents.	24	38	14	12	12
The school is well led and managed.	45	38	10	2	5
The school is helping my child become mature and responsible.	40	45	5	2	7
The school provides an interesting range of activities outside lessons.	5	26	26	31	12