

INSPECTION REPORT

BRADFORD PRIMARY SCHOOL

Holsworthy

LEA area: Devon

Unique reference number: 113135

Headteacher: Mrs Angela Bushin

Reporting inspector: Mr Rob Crompton
7230

Dates of inspection: 4th – 6th February 2002

Inspection number: 194811

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Bradford Holsworthy Devon
Postcode:	EX22 7BA
Telephone number:	01409 281432
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Keith Hutchings
Date of previous inspection:	3 rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a rural community near Holsworthy. It is smaller than most primary schools, with 73 children on roll aged from four to eleven. Many travel to school from other villages in the area. Almost all pupils are white and all speak English as their first language. As they enter the school, pupils have broadly average levels of attainment. An above average number of pupils have special educational needs, including learning and communication difficulties, and emotional problems.

HOW GOOD THE SCHOOL IS

The school provides a very good education for all pupils. Imaginative and challenging teaching leads to good standards. There is a very positive atmosphere; pupils work hard and enjoy a broad curriculum. Relationships are exemplary and pupils respond very well to the school's provision for personal development. The school is exceptionally well led and managed, and parents hold it in high regard. It gives good value for money.

What the school does well

- Strong teaching, particularly in Years 5 and 6, leads to well above average standards by the time the pupils leave the school.
- Under the excellent leadership of the headteacher, all staff work hard with a common commitment to improvement.
- Very good provision for personal development enables pupils to be independent and to use their initiative.
- Progress is very carefully tracked and pupils take increasing responsibility for their own learning.
- The school achieves its aim to provide for all pupils by responding positively to their varying educational, physical and emotional needs.
- The school's thriving partnership with parents contributes much to pupils' learning and social development.

What could be improved

- There are no major issues for the school to address. As a result of the school's own cycle of review, appropriate priorities have been established for future development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection has been very good:

- Standards have risen significantly, particularly in information and communication technology (ICT).
- Buildings, resources and facilities have been improved.
- The performance management cycle for staff has been fully implemented, and monitoring of teaching and learning has improved.
- The curriculum in the Reception and Years 1 and 2 now closely follows national guidelines.
- Assessment procedures, which were inadequate, are now very effective.
- The provision for pupils with special educational needs has greatly improved.

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
	1999	2000	2001	2001
English	D	B	B	B
Mathematics	B	E	A	A
Science	C	D	A	A

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

As they start school, most children have broadly average social and communication skills, and have a sound understanding of early numeracy. They make steady progress through the Foundation Stage¹ and this gives them a sound base for work in Year 1. By the time they are seven, an above average number of pupils achieve the expected levels in reading and writing, and aspects of science and mathematics. The number reaching the higher levels in English and mathematics has been below average in previous years but, due to improvements in the teaching, the small number of higher attaining pupils in Year 2 are now on track to achieve their potential at the end of this school year.

Pupils make very good progress between Years 3 and 6 due to consistently effective teaching. Although results vary from year to year because of the small numbers involved, results in English, mathematics and science are generally above average. Much work by the current Year 6 pupils is of a very high standard. They have built very well on the good results achieved when they were seven. The school's results compare favourably to those in similar circumstances, particularly in mathematics and science where eleven year olds did particularly well in 2001. One pupil achieved results in mathematics equivalent to the level of work expected beyond Year 9; two of the current Year 6 pupils are likely to be entered for these advanced tests in English and mathematics.

The use of literacy in subjects such as science, history and geography enables pupils to practise, consolidate and improve their skills. Their depth of understanding in mathematics is shown by their recall of facts, their confidence in suggesting strategies for solving problems and their use of mathematical terminology. Other subjects, such as science and design and technology, provide ample opportunities for pupils to apply their numeracy skills. The level of work in ICT is well above that usually found in Years 5 and 6. Good work was also seen in science and art and design. Pupils with special educational needs make good progress. There is some difference in the achievement of boys and girls from year to year but as numbers are small, this does not signify a trend. There is no significant difference in the achievement of children from different ethnic groups.

Results in the National Curriculum tests for eleven year olds over the past four years have kept pace with the national trend. This is a result of effective teaching, careful assessment, close monitoring of individual progress and the challenging targets set by the school. The pupils themselves, with the support of their parents, deserve full credit for the effort they make in living up to the high expectations the school has for them.

¹ The Foundation Stage is from a child's third birthday until the end of the Reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils happily come to school and are very keen to learn.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good, and sometimes excellent.
Personal development and relationships	Excellent: pupils work and play together extremely well and they co-operate and collaborate when necessary. They treat each other and adults with courtesy and respect
Attendance	Very good: despite difficulties resulting from the foot and mouth crisis in 2001, attendance was above average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

Consistently effective teaching means that pupils learn quickly, make good progress through the school and achieve high standards. Teaching is consistently highly effective in Years 3 to 6, with some outstanding teaching in Year 5 and 6, where pupils make particularly rapid progress.

Lessons are well planned and provide suitable challenges for all pupils. Individual progress is closely monitored by teachers with the help of classroom assistants. Teachers manage lessons effectively and use resources well. Their excellent relationships with pupils contribute much to the purposeful atmosphere in lessons. Pupils respond positively to the high expectations that teachers have in the key subjects of English, mathematics, science and ICT.

Literacy and numeracy are taught very well across the school. The teachers' lively approach sustains pupils' attention and keeps them motivated and eager to learn. Appropriate attention is given to the basic skills in literacy, such as spelling, and number facts, including multiplication tables, are well taught.

Teachers and classroom assistants provide good support for higher attaining pupils and those with special educational needs. The small number of children from minority ethnic groups receive the same attention as other pupils. Teachers skilfully provide for individuals and generally succeed in enabling all pupils to reach their potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from a broad curriculum which enables them to flourish, to improve where they need to and to experience a good range of activities. The formal curriculum, together with extra activities, provides a stimulating and challenging learning environment.
Provision for pupils with special educational needs	Pupils with special educational needs are identified early and given very good support by class teachers and learning assistants. Provision for pupils with specific emotional and behavioural difficulties is particularly effective.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good: there are many opportunities for reflection in assemblies and lessons. The school provides a very good moral framework and an effective background for social development. Cultural development is strongly supported through art and music. Pupils' awareness of cultural diversity is constrained by the school's isolated location but every effort is made to promote this aspect of personal development.
How well the school cares for its pupils	Child protection procedures are well established and the school has due regard for pupils' health and safety. Assessment procedures are very effective and enable the school to track pupils' academic progress and personal development carefully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and provides excellent leadership. Subject co-ordinators have a good grasp of what needs to be done to maintain and improve standards and successfully lead developments.
How well the governors fulfil their responsibilities	The governing body fulfils its legal responsibilities well. It has a clear view of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good: detailed analysis of attainment enables the school to compare its performance with that of other schools.
The strategic use of resources	Very good: the school improvement plan is comprehensive; priorities are identified and funds are set aside to achieve them. When allocating resources the principles of best value are applied effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-five questionnaires were returned and 21 parents attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is open and welcoming.• Children like school and make good progress.• Teachers are very effective and expect pupils to work hard.• The school is well led and managed• Pupils behave well and are learning to be mature and responsible.	<ul style="list-style-type: none">• Information about their children's progress.• The partnership between the school and parents.

The inspection strongly endorsed parents' positive views. The school provides a good level of written and face-to-face feedback for parents. The concern about the amount of information parents receive was due mainly to their wish to have an opportunity to discuss their children's progress during the spring term. The school is keen to arrange an additional consultation evening in order to meet this request. Although some parents indicated on the questionnaires that the partnership between parents and the school could be stronger, there was much praise at the meeting for the closeness of this relationship. The inspection supported the view that the school has fostered a close relationship with parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Strong teaching, particularly in Years 5 and 6, leads to well above average standards by the time the pupils leave the school.

1. The quality of teaching is very good overall. This means that pupils learn quickly, make good progress and achieve well. Almost all teaching staff have changed since the previous inspection. Significant improvements have taken place since then, when one in ten lessons were less than satisfactory. This time, eight of the eleven lessons observed were very good or excellent and there was no unsatisfactory teaching.
2. Teaching in the combined Reception/Year1/Year2 class is now more effective because the issues raised in the previous report have been addressed. Although teaching three year groups in the same class presents some difficulties, the teacher, ably assisted by support staff, has devised ways of catering for the broad age range. Reception pupils often work separately; they undertake many practical activities in line with the national guidelines for this age. This happened during a design and technology lesson. While Year 1 and Year 2 pupils made wheeled vehicles from corrugated card, using strong straws for axles and wooden wheels, the youngest children made vehicles with plastic construction kits. They also benefit from working alongside older children, for example during physical education lessons, when they are spurred on by the response of older pupils. This variety of approaches is evident in the teacher's very detailed planning, which identifies different learning objectives for each age group. Progress is carefully recorded; evaluations at the end of each week identify pupils' strengths and any gaps in their learning, and the effectiveness of the teaching is evaluated. This consistent approach enables all pupils to make at least satisfactory progress. The school is well placed to raise the rate of achievement further as the teacher and assistants continue to devise strategies appropriate for the broad age band.
3. Pupils in the Year 3/4 class benefit from the combined expertise of their two teachers. Work is carefully planned to cater for pupils' wide-ranging levels of attainment. This was evident in a mathematics lesson. Following some quick-fire questions on doubling, pupils enjoyed the challenge of answering questions that were carefully tailored to their existing knowledge and understanding. Some pupils could calculate the differences between numbers such as 376 and 400 by rounding up, whereas others did not immediately recognise number facts to 10 – such as 6+4 and 7+3 – which would have speeded up their calculations. Teachers' success in enabling all pupils to learn at their own level was also illustrated during an English lesson. Pupils took a keen interest in the text of poems as they were asked to guess the animals described:

*He clasps the crag with crooked hands
Close to the sun in lonely lands
Ring'd with the azure world he stands...*

In addition to drawing pupils' attention to the poets' use of language, the teacher skilfully engaged pupils in thinking about spelling patterns and supported them well as they identified the rhythm of the verses and created accompaniments using percussion instruments. Meanwhile, a group of pupils received highly effective additional support from the classroom assistant. Successful previous teaching of letter sounds was obvious as these pupils discussed *split digraphs* and *phonemes* and offered suggestions such as, "You can put *ph* instead of *f*."

4. A very good lesson in religious education provided a further example of teachers enabling all pupils to progress at an appropriate rate. Stimulated by a collection of artefacts relating to the Muslim faith, pupils extended their understanding of pilgrimages by drawing maps illustrating the *Hajj* traditions or writing 'postcards home' from Mecca.
5. The quality of teaching in the Year 5/6 class is very high. In all five lessons observed, pupils responded exceptionally well to the high expectations. In English, the teacher stimulated some very good story writing as he encouraged pupils to "... get straight into the story...toy with people's emotions to get them to read on...". Pupils tackled the task with great enthusiasm, urged by the teacher to orientate their stories and to think carefully about the narrative structure. During an excellent lesson on angles, the teacher used a data projector to work with all the class on estimation and the accurate use of a protractor. Demonstrating clearly how to construct equilateral triangles using a pair of compasses, he built well on previous teaching. He continually focused on the learning objectives, asking pupils to illustrate their level of understanding as the lesson progressed and introducing new ideas. Most pupils' existing knowledge was good; they used appropriate mathematical vocabulary such as *vertices*, *intersection* and *arc*. Higher attaining pupils rose to the challenge of constructing a square, again using only a pair of compasses.
6. The underlying relationships in this class are excellent. This enables the teacher to set independent tasks which call on pupils' initiative. This was evident in a science lesson when pupils worked in small groups to investigate forces. Using a speed sensor connected to a laptop computer, they set up an experiment to investigate how the speed of a roller skate was affected by the degree of slope it travelled down. High levels of ICT skills were evident as pupils routinely copied spreadsheet data from one program to another and produced graphs to illustrate their findings. Their understanding of scientific principles was illustrated as they adjusted the starting points to make the tests fair and changed one variable – such as the degree of slope – at a time. Comments such as "I think that...let's try...we could...why don't we..." illustrated the pupils' high level of involvement. These productive activities were conducted well away from the classroom, indicating the degree of trust between teacher and pupils.
7. The teacher uses a variety of methods depending on the subject. For example, all pupils worked together during a music lesson; everyone played a keyboard as the teacher used his considerable musical expertise to help them improvise above a chord sequence. On other occasions, pupils work individually or in pairs, as they did when devising computer sequences to control traffic lights.
8. In summary, teachers, very ably supported by learning assistants, are dedicated to ensuring all pupils make progress. They take advantage of the relatively small classes and successfully overcome the potential difficulties in teaching pupils of different ages and with wide-ranging needs in the same class. As a result, most pupils make good progress and achieve well through the school.

Under the excellent leadership of the headteacher, all staff work hard with a common commitment to improvement.

9. The headteacher and teaching staff are continually focused on how they can improve further. The school is committed to maintaining its high quality of education and the effective monitoring and evaluative processes make an important contribution to ensuring this. There is a relatively small number of teachers but each member of staff contributes a great deal to the management of the school. Full-time teachers each co-ordinate a number of subjects and, despite this range of responsibilities, they keep a close eye on their subjects. They observe colleagues in the classroom and regularly look at pupils' work. Standards in literacy, numeracy and ICT have risen due to the mutual support teachers have given each other. Ideas were shared and teachers'

confidence was raised; different approaches were tried out and evaluated, which has led to consistently effective teaching in these subjects.

10. The success of the school owes much to the leadership qualities of the headteacher. She has undertaken training in school management and is very well informed about current issues. She has a clear vision for future development and – with the strong support of the senior teacher – plays a pivotal role in moving the school forward and in sustaining high standards. She is enthusiastic and fully committed to continuing and extending the school's role at the centre of village life. Her knowledge of every child enables her to keep a watchful eye on individuals and this is much appreciated by parents. The headteacher quietly inspires staff and parents and has helped the school to take advantage of national initiatives without staff becoming over-stretched. In particular, she manages the issues arising from the school's isolated rural position very well. On the one hand, the family atmosphere that permeates the small school community is promoted to good effect; on the other, links with other schools, such as joint visits and combined teacher training, help the school to participate in the wider educational community.
11. Governors also play their part in maintaining good standards of teaching and learning. They each have assigned areas of the curriculum and report back to the governing body on how well their subject area is developing. Subject leaders make presentations to the governors from time to time and this helps them to prioritise funding. For example, a report by the ICT co-ordinator led to the provision of extra training and resources, which had an immediate impact on standards.

Very good provision for personal development enables pupils to be independent and to use their initiative.

12. The school's provision for personal development has a very good influence on pupils' positive attitudes. Their social development is very well supported and the school is successful in helping pupils to become responsible individuals who get on well with each other. Relationships throughout the school are excellent and underpin all its work. Staff know pupils very well and take every opportunity to boost their confidence; for example, children are greeted warmly as they enter school every morning. Pupils feel cared for and valued.
13. The older pupils spontaneously keep a watchful eye on younger ones. Many pupils are related to one another, but the mutually supportive atmosphere extends across families and age groups. Some activities in lessons are specifically designed to help pupils develop social skills; younger children learn to share and take turns and older pupils respond well to the increasing level of trust the teachers have in them. Pupils' moral development is supported in the school's day-to-day life. Assemblies and less formal dialogue between teachers and pupils reinforce ideas of right and wrong and help pupils to develop caring attitudes. An example of this was the recent bring-and-buy sale organised entirely by a group of pupils, which raised funds for the *Blue Peter* Christmas appeal.
14. The commitment and energy that pupils show when working on joint activities such as the popular Christmas production is evident by their obvious enthusiasm. The school is well aware of the contribution that these events make to pupils' spiritual development. During an impromptu performance of songs from the recent production, pupils' spirited approach was a tangible example of the opportunities the school provides for them to contribute to creative activities. They were thrilled with the success of their combined efforts – a moving example of the school's provision for personal development and its positive outcomes. Younger pupils, in the Year 3/4 class, have all composed a lunchtime prayer and a different one is used each day as grace before lunch. Pupils' pride in their prayers is matched by the reverence with which the class responds.

15. The school is aware of the need to help pupils to develop an awareness of cultural diversity. Despite its isolated location, this is achieved well. Religious education makes a very good contribution to pupils' knowledge of various faiths and cultural traditions. Every computer in the school has access to the Internet, which is increasingly used to provide a window to the wider world. For example, pupils research the work of artists from different countries and often try out their techniques. Good examples of this are the Rangoli patterns on display around the school. Having been introduced to the work of a Caribbean poet, older pupils made very good attempts at emulating his style and talked respectfully about his unorthodox approach.
16. The school's success in helping pupils to develop a high level of maturity is evident to any visitor. They are lively, confident, enthusiastic and polite; they are delightful to be with and a credit to the school and their parents.

Progress is very carefully tracked and pupils take increasing responsibility for their own learning.

17. The school has successfully developed effective and manageable assessment procedures. Pupils are increasingly involved in the process; they review their own progress with their teachers and regularly negotiate further targets with them. Individual targets are kept on pupils' desks so that they can refer to them frequently and evidence of progress towards them is kept in individual profiles, which include records of academic and personal development. Pupils help to select which pieces of work to put into their records of achievement. They take this responsibility seriously, writing comments on how they feel they are doing. Parents receive a copy of the targets and comments by the teacher.
18. In addition to this fully participatory process, the school uses various standardised tests to assess how individuals and year groups are doing. Careful analysis of test results enables the school to identify where there are strengths and weaknesses in pupils' knowledge and understanding and to provide extra help where needed. For example, more investigative work was introduced into mathematics and science when it emerged that scores in this area were lower than expected.
19. Target setting is the key element in the school's assessment system. All teachers use the same record-keeping system; all action points are dated and there is a clear link to subsequent planning. Individual assessments feed into whole class and year group information, which is used to track progress through the school. The headteacher, who co-ordinates assessment, is very knowledgeable and highly effective. With good support from colleagues, she has successfully driven initiatives which are having a positive impact on pupils' rate of progress and level of attainment. This is a significant improvement since the previous inspection when assessment procedures were unsatisfactory.

The school achieves its aim to provide for all pupils by responding positively to their varying educational, physical and emotional needs.

20. The school's inclusive approach means that all pupils are encouraged to make the best of their time there. Equality of opportunity is an integral part of this school. Mutual respect is central to school life. Adults are valued as a precious resource and each child is seen as an individual. The grouping of pupils in English and mathematics acknowledges individual abilities and needs. Provision for pupils with special educational needs and the extension work provided for more able pupils indicate how the school seeks to meet the needs of children with different levels of attainment. Pupils who simply need a little more time and specific teaching are also supported. Good examples of this are the extra help provided by the *Early Literacy Support* for Year 1, and the *Springboard Mathematics* programme and *Additional Language Support* for Years 3 and 4.

21. Assemblies and day-to-day interactions reinforce respect for the individual and the understanding that all individuals are different. Some children have physical difficulties, hearing impairment or emotional problems. The school responds to these children's needs very well. Where necessary, it adapts for them but the underlying philosophy of valuing individuals, treating them the same but celebrating difference, ensures that all pupils, including boys and girls, and those from minority ethnic groups, feel part of the school community. Several parents who have transferred their children from other schools recently did so because of the school's welcoming atmosphere.
22. Many pupils take part in after-school clubs, which run most days and include football, netball, rugby, games, and computer and homework clubs. This variety of out-of-school activities, together with special events and productions, allows children with different aptitudes, whether physical, academic or creative, to take part with enjoyment and support.

The school's thriving partnership with parents contributes much to pupils' learning and social development.

23. The school has an open door policy and parents are able to speak to staff and the headteacher to express any concerns on a daily basis, or by appointment when this is more appropriate. As parents' first point of contact, the school administrator plays an important part in making them welcome. Surveys of parents' views – one carried out two years ago, the other as part of the inspection – showed that their feelings about the school were very positive. This was also clearly evident at the meeting for parents held before the inspection.
24. Information about school activities and the curriculum is plentiful and parents are well briefed about their children's progress. Individual targets provide a good opportunity for parents to see how their children are doing and to take an active part in their learning. Although the school holds a consultation meeting at the end of the school year, parents expressed a wish to have an opportunity to discuss their children's progress in the spring term. The school is keen to arrange an additional consultation evening in order to meet this request. Homework provides a further source of information. Teachers use homework effectively to support and extend pupils' work in class. It is used particularly well in Years 5 and 6, although some parents of younger pupils are not clear about what is expected.
25. The *Friends of Bradford School (FOBS)* is a flourishing association. It organises various social events for parents and the local community that are well attended. The school welcomes constructive suggestions made by this group and by individuals. Parents were also very active in the *Space* project, which lobbied the authorities for the provision of new accommodation.
26. Several parents help in classrooms and their contributions are valued. Their presence adds to the family atmosphere that the school is keen to preserve. Parents show great loyalty to the school, recognising the important role they play in their children's education and acknowledging the contribution it makes to the village and surrounding communities.

WHAT COULD BE IMPROVED

27. There are no major issues for the school to address. As a result of the school's own cycle of review, appropriate priorities have been established for future development. These include:

- maintaining the analysis of pupils' work and assessment results to identify strengths and areas for further improvement;
- increasing the range of resources in English and mathematics;
- raising the awareness of parents about the use of the Internet for teaching, learning and home/school liaison;
- seeking further ways of implementing the Foundation Stage curriculum in the mixed age infant class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The evaluative culture throughout the school should be maintained. Staff and governors should remain focused on how they can improve further. The existing school development plan should be used as a basis for future improvement.

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	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	2	1	0	0	0
Percentage	27	45	18	9	0	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 almost 10 percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	73
Number of full-time pupils known to be eligible for free school meals	5

Special educational needs

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	15

English as an additional language

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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)

As the total number of pupils who were assessed in 2001 was fewer than 10, the results are not published.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	11	13	13
Percentage of pupils at NC level 4 or above	School	79 (82)	93 (55)	93(82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	86 (80)	86 (73)	100 (82)
	National	72 (70)	74 (72)	82 (79)

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

As the number of boys and the number of girls was fewer than 10, separate results are not published.

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	56
Any other minority ethnic group	9

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)	3.4
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	70.35

Financial information

Financial year	2000-01
	£
Total income	196643
Total expenditure	192702
Expenditure per pupil	2569
Balance brought forward from previous year	9869
Balance carried forward to next year	13809

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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	73
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	2	2	0
My child is making good progress in school.	47	45	5	2	0
Behaviour in the school is good.	44	41	7	6	2
My child gets the right amount of work to do at home.	35	55	11	0	0
The teaching is good.	61	31	6	2	0
I am kept well informed about how my child is getting on.	47	35	15	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	64	31	2	0	4
The school works closely with parents.	53	31	11	5	0
The school is well led and managed.	55	36	4	5	0
The school is helping my child become mature and responsible.	54	37	7	0	2
The school provides an interesting range of activities outside lessons.	62	29	7	0	2